

California State University, Fresno
Leadership for Diverse Communities

Teaching Content in L1: Spanish BCLAD
LEE 136, Intersession 2010
May 24 – June 11, 2010

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

Fall 2009

California State University, Fresno

LEE 136 Course Information
3 semester units
Daily, 4:00 -7:45 PM
Room: ED 10
Personal website: www.lucerito.net

Instructor: Mr. Stanley A. Lucero
Office Number: n/a
E-Mail: stanley.lucero@comcast.net
Telephone: 559-790-6522
Office Hours: By appointment

Prerequisites

You must be literate in Spanish. You will be required to participate in class discussions and activities orally in Spanish and assignments must be written in Spanish. 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.

Se requiere que puede leer y escribir en español. Tendrá que participar en discusiones de clase y actividades orales en español. Las tareas tienen que estar escritas en español. Las metas de aprendizaje principales se cumplirán por medio de leyendo, lecturas, actividades cooperativos de grupos y discusiones en grupos chicos de las asignaciones de lectura. Este curso tendrá un componente de interaccionar significativa que requiere asistencia consistente. Se espera que los estudiantes estén involucrados activamente al completar tareas asignadas y por varias discusiones y actividades de grupos grandes y chicos. Por esto, preparación consistente de los estudiantes y su participación son mandatorios.

Primary Learning Questions

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. [**Instruction**]
2. Primary language and content assessment. [**Assessment**]
3. Transferring language and literacy skills. [**Transferring skills**]
4. Teaching content in L1/L2 and building on and using the learners' home and community culture. [**Content and Culture**]
5. Development of higher-order thinking skills in L1. [**Thinking skills**]
6. Evaluation and use of primary-language materials for instruction and assessment. [**Spanish Materials**]

Preguntas primarias de aprendizaje

Los estudiantes demostrarán un conocimiento en las siguientes áreas de destrezas y información.

1. Enseñanza instructiva y estrategias de organización para instrucción en las áreas del contenido y en artes de lenguaje. [Instrucción]
2. Asesoramiento del idioma natal y el contenido. [Asesoramiento]
3. Transferencia de destrezas de lenguaje y lectura. [Transferencia de destrezas]
4. Enseñando contenido en L1/L2 y aumentando en y usando la cultura del hogar y la comunidad del estudiante. [Contenido y cultura]
5. Desarrollo de destrezas de pensar al orden alto en L1. [Destrezas de pensar]
6. Evaluación y uso de materiales del primer idioma para instrucción y asesoramiento. [Materiales en español]

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 and Instructional Materials

- **Dual Language Instruction. A Handbook for Enriched Education.** (2000) Cloud, Nancy, Genesee, Fred, and Hamayan, Else. Boston: Heinle & Heinle.
- **VOX New College Spanish and English Dictionary**, ISBN: 0-8442-7999-4 or similar
- A three-ring notebook binder with divider sections.

Articles/Handouts will be posted on Blackboard.

A complete bibliography for this course will be posted on Blackboard

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. At the end of each class session you will need to turn in a summary of the class with your reflections.

Diálogo con el tema: A daily *Diálogo con el tema* will be completed during each sesión and must be turned in at the end of the class section. This assignment is to be written in Spanish unless otherwise specified. See **Appendix A** for specific details. These are some potential topics.

Final Project: The final project will be a 3-ring binder entitled Resources for Teaching Content in Spanish. The information will be organized in a binder that addresses the six primary learning questions. See **Appendix B** for specific details. DUE JUNE 11, 2010.

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. Ask two or three people to proofread your assignments before you turn them in. Remember to use Spanish spell check

DUE DATE	ASSIGNMENT	POINTS	% OF GRADE
All sessions	Summary/Reflection	130 points	30%
All sessions	Diálogo con el tema	130 points	30%
12/16/09	Final Project	200 points	40%
Total possible		460 points	

Grading Scale

A	90-100%	414-460
B	80-89%	368-413
C	70-79%	322-367
D	60-69%	276-321
F	0-59%	0-175

Course Policies and 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

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 University Center Room 5 (278-2811).

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.

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 Class Schedule (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."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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Course Schedule

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

	Date	Topic	Assignments
1	May 24	Syllabus <ul style="list-style-type: none"> • Diálogo con el tema #1: Programas bilingües • Conociendonos – Mi familia • Six primary learning questions • Bilingual Education • <i>Me llamo María Isabel</i> 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Video: Speaking in Tongues • Appendix A: A Glossary of Terms

			for EE Teachers
2	May 25	Instruction <ul style="list-style-type: none"> • Diálogo #2: La familia • <i>Quiero que mis niños lleguen a ser realmente bilingües</i> • Bilingual Teachers • Bilingual Education terminology 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Chapter One: Introduction
3	May 26	Instruction <ul style="list-style-type: none"> • Diálogo #3: La escuela • Bilingual Resources 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Chapter Two: Critical Features of Enriched Education
4	May 27	Assessments <ul style="list-style-type: none"> • Diálogo #4: Los estudiantes • Language Assessments in English and Spanish • ELD unit assessments in district adopted programs 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Bring ELD Teacher’s Manuals • Chapter Seven: Assessment
5	May 28	Assessments <ul style="list-style-type: none"> • Diálogo #5: Las pruebas • Spanish Content Assessments • Spanish unit assessments in district adopted programs 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Bring Spanish Teacher’s Manuals • Chapter Eight: Model Lessons and Assessment Procedures
	Holiday		
6	June 1	Transferring skills <ul style="list-style-type: none"> • Diálogo #6: Aprendiendo inglés • L1 & L2 stages of language development • ELD Standards • ELD / SLD activities 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Chapter Four: Oral Language Development
7	June 2	Content/culture <ul style="list-style-type: none"> • Diálogo #7: Aprendiendo español • Compare/Contrast Eng & Span 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Chapter Three:

		<ul style="list-style-type: none"> Incorporating culture into content 	<p>Program Development and Implementation</p>
8	June 3	<p>Content/culture</p> <ul style="list-style-type: none"> Diálogo #8: Dichos y refranes Family units Cultural activities in the school 	<ul style="list-style-type: none"> Diálogo con el tema Sumario y reflexión 2-Way Genealogy Classroom Ideas Appendix B: Publishers of Curriculum Materials
9	June 4	<p>Thinking skills</p> <ul style="list-style-type: none"> Diálogo #9: Actividades culturales Spanish speaking parents in the school and classroom High expectations Higher order questioning 	<ul style="list-style-type: none"> Diálogo con el tema Sumario y reflexión Chapter Nine: Advocacy
10	June 7	<p>Spanish Reading and Writing</p> <ul style="list-style-type: none"> Diálogo #10: Leyendo en español Critical Literacy Teaching Spanish reading Bilingual, biliterate, bicultural, bicognitive 	<ul style="list-style-type: none"> Diálogo con el tema Sumario y reflexión Pueblecito de mecate Bring Spanish Reading Teacher's Manuals Chapter Five: Teaching Literacy in Two Languages
11	June 8	<p>Spanish Reading</p> <ul style="list-style-type: none"> Diálogo #11: Escribiendo en español Spanish Reading programs Spanish writing 	<ul style="list-style-type: none"> Diálogo con el tema Sumario y reflexión Bring Spanish Math Teacher's Manuals Appendix C: Useful Organizations, Resource Centers, Professional Periodicals and Journals
12	June 9	Spanish Math	<ul style="list-style-type: none"> Bring Spanish Math

		<ul style="list-style-type: none"> • Diálogo #12: Matemáticas en español • Teaching Spanish Math 	Teacher's Manuals <ul style="list-style-type: none"> • Chapter Six: Teaching Content
13	June 10	Spanish Science/Social Studies <ul style="list-style-type: none"> • Diálogo #13: Ciencia y estudio sociales en español • Teaching Spanish Science and Social Studies 	<ul style="list-style-type: none"> • Diálogo con el tema • Sumario y reflexión • Bring Spanish Science / Social Studies Manuals •
14	June 11	Review <ul style="list-style-type: none"> • 6 primary learning questions 	<ul style="list-style-type: none"> • Final Project DUE TODAY

APPENDIX A.
Diálogo Con El Tema
(A One Pager)

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 **Diálogo** should consist of:

- 2 quotations from the class session or assigned article (cite source).
- One paragraph describing your understanding of the topic but should not be a summary.
- One paragraph explaining how the topic connects to your life (personal or professional).

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 3 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!

EJEMPLO



Stanley A. Lucero
LEE 136
24 de mayo de 2010

Diálogo #1: Programas bilingües

CITAS

“ESL pullout (elementary) or ESL taught as a subject (secondary). This is the most commonly encountered program for English Learners in the U.S. When a school district receives their first students who don’t speak English, ESL pullout is initially a natural choice for the first services provided, by hiring an ESL teacher to serve as a resource teacher for the first services provided” (Collier & Thomas, 2009, page 62)

“Dual language education is the curricular mainstream, taught through two languages. Students are educated together throughout the day in cognitively challenging, grade-level academic content in interactive classes that emphasize solving problems in authentic, real-world contexts. Alternating between the two languages takes place not by translation, but by subject or thematic unit or instructional time, so that after several years students become academically proficient in both languages of instruction, able to do academic work on grade level in either language.” (Collier & Thomas, 2009, pages 66-67)

MI INTERPRETACION

La primera cita habla del programa mínimo para estudiantes aprendiendo inglés como segundo idioma. La mayoría de escuelas emplean maestros que son especialistas de enseñar inglés como segundo idioma.

La segunda cita describe un programa donde los estudiantes aprenden a entender, hablar, leer y escribir su idioma nativa y también una segunda idioma. Todos los estudiantes van a llegar a niveles académicos al nivel de grado en dos idiomas.

MI REFLECCION

La mayoría de estudiantes que reciben nomas ESL aprenden a hablar inglés pero muchos no llegan a niveles altos de leer o escribir el inglés. A través de los años he notado que muchos de estos mismos estudiantes no llegan a niveles de grado ni en inglés ni en español y no gradúan de la secundaria.

Yo he dedicado mi profesión como maestro para ayudar a los estudiantes a llegar a los niveles más altos en dos idiomas. También espero que lleguen a ser bilingües proficientes.

Los programas duales, también conocidos como programas de dos vías, preparan niños aprendiendo inglés con niños que son nativos de hablar inglés. Todos los niños aprenden a dominar dos idiomas y llegan a niveles más altos en las pruebas de inglés que los niños del distrito que nomas hablan inglés.

Yo les recomiendo que se preparen para ser parte de programas duales.

BIBLIOGRAFIA

Collier, Virginia P. and Thomas, Wayne P. (2009). *Educating English Learners For A Transformed World*. Albuquerque: Dual Language Education of New Mexico Fuente Press.

APPENDIX B.

FINAL PROJECT

Recursos para enseñar contenido en español [Resources for Teaching Content in Spanish]

Página titular [Title Page]

- California State University
- LEE 136
- Content in L1 – Spanish BCLAD
- Recursos para enseñar en español
- [Su nombre]
- Intercesión 2010

Contenido [Table of contents]

- Prevista de mi cuaderno [Preface]
- Contenido: Lista de información incluida en cada sección

Instrucción -1

- Bilingual Education
- Bilingual Quotes
- Basic Bilingual Education Concepts
- California Department of Education – English Learners
- Bilingual Program Models
- The Law and Bilingual Education
- Lau vs. Nichols
- U. S. Department of Education - OELA
- Bilingual Teacher skills
- Bilingual teaching strategies
- Spanish Reading strategies
- Bilingual Education terminology
- Content terminology
- Center for Applied Linguistics – Two-Way Immersion
- CAFE
- Two-Way CAFE

Assessment -2

- Language Assessments in English and Spanish
- Listening, Speaking, Reading, and Writing
- IPT
- LAS
- Spanish Content Assessment Tools
- Aprenda
- SABE
- ELD, Spanish Reading, Spanish Math, Spanish Science, & Spanish Social Studies Unit Tests

Transferring skills - 3

- ELD standards
- Stages of language development LSRW
- Stages of 2nd language development LSRW
- Compare & Contrast English and Spanish reading skills
- CATESOL
- ELD or SDAIE lessons

Content and Culture - 4

- Language reflects culture
- School terminology by content areas in English and Spanish
- Describe how to link the classroom content instruction to the Hispanic cultures
- Spanish cultural classroom activities
- Spanish performing school groups
- Parent Involvement
- ELAC or DELAC meetings
- Parent involvement in the classroom
- Parent involvement in the school: ELAC, programs, assemblies, classes

Thinking skills - 5

- Critical Literacy
- Additive: Maintain Spanish while adding English
- Bloom's Taxonomy of questioning
- Compare and Contrast English and Spanish cultural values
- Describe how different cultures view the same event
- Importance of maintaining Spanish skills while learning English
- BICs and CALPs

Spanish Materials – 6

- Describe adopted Spanish Reading Program
- Describe adopted Spanish Math Program
- Describe adopted Spanish Science Program
- Describe adopted Spanish Social Science Program
- Spanish writing activities
- Include sample Spanish content lesson assessments
- Bilingual classroom Spanish lessons
- Children's literature
- Content area terminology: Math, Science, Social Studies

Bibliography

- Lista de libros, artículos, etc.
- Websites
- CDs and other recordings
- Children's Literature

APPENDIX C. Suggested Websites

As you look through these websites keep in mind the six primary learning questions. Look for information directly related to your future as a bilingual teacher. Be sure not to infringe on copyright laws.

CABE California Association for Bilingual Education
<http://www.bilingualeducation.org/>

CALIFORNIA DEPARTMENT OF EDUCATION
ENGLISH LEARNERS
<http://www.cde.ca.gov/sp/el/>

CALIFORNIA DEPARTMENT OF EDUCATION
FAQs about English Learners
<http://www.cde.ca.gov/sp/el/er/>

CALIFORNIA DEPARTMENT OF EDUCATION
FAQs for English Learner Teacher Authorizations
<http://www.cde.ca.gov/sp/el/er/elteachersfaq.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
Education Code Section 400-410
<http://www.cde.ca.gov/sp/el/ii/>

CALIFORNIA DEPARTMENT OF EDUCATION
Title III FAQs
<http://www.cde.ca.gov/sp/el/t3/title3faq.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
Two-Way Language Immersion Program FAQ
<http://www.cde.ca.gov/sp/el/ip/faq.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
California English Language Development Test (CELDT)
Reporting and Using Individual 2008-2009 Results
<http://www.cde.ca.gov/ta/tg/el/documents/celdt08astpkt1.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION
California English Language Development Test (CELDT)
Communicating Individual Results with Parents and Guardians

<http://www.cde.ca.gov/ta/tg/el/documents/celdt08astpkt2.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION
English-Language Development Standards for California Public Schools
Kindergarten Through Grade Twelve

<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION
Foreign Language Framework for California Public Schools
Kindergarten Through Grade Twelve

<http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>

CATESOL California Teachers of English to Speakers of Other Languages

<http://www.catesol.org/mission.html>

CENTER FOR APPLIED LINGUISTICS. Two-Way Immersion
Directory of Two-Way Bilingual Immersion Programs in the US

<http://www.cal.org/twi/directory/index.html>

CENTER FOR APPLIED LINGUISTICS. Two-Way Immersion
Guiding Principles for Dual Language Education

<http://www.cal.org/twi/guidingprinciples.htm>

Click on “Download the report, Guiding Principles for Dual Language Education”

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

<http://www.nabe.org/>

TWO-WAY CABE

<http://www.twowaycabe.org/>

U. S. DEPARTMENT OF EDUCATION
OELA Office of English Language Acquisition

<http://www.ed.gov/about/offices/list/oela/index.html>