

EDUC 175B: PEDAGOGY AND ACADEMIC LANGUAGE SKILLS IN SPANISH FOR BILINGUAL EDUCATORS (SINGLE SUBJECT)

In Workflow

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Approval Path

1. Tue, 30 Aug 2022 19:36:06 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 08 Sep 2022 22:29:53 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Tue, 20 Sep 2022 23:49:59 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Jun 14, 2022 by Deidre Sessoms (dsessoms)

New Course Proposal

Date Submitted: Mon, 29 Aug 2022 18:24:33 GMT

Viewing: EDUC 175B : Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Single Subject)

Last approved: Tue, 14 Jun 2022 15:32:34 GMT

Last edit: Tue, 20 Sep 2022 23:49:44 GMT

Changes proposed by: Leslie Banes (223011477)

Contact(s):

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Leslie Banes	l.banes@csus.edu	530-828-6963

Catalog Title:

Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Single Subject)

Class Schedule Title:

Pedagogy Bil Ed Spanish SS

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

175B

Course ID: (For administrative use only.)

203692

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Commission on Teacher Credentialing has adopted new standards for the Bilingual Authorization, a statewide authorization that allows K-12 public school teachers to teach in a language other than English.

EDUC 175A and EDUC 175B are two courses that comprise a major portion of the Bilingual Authorization program for Spanish speakers.

The course description was updated to highlight the course focus on pedagogies specifically for single subject (secondary) contexts, and align with the newly released CTC Bilingual Teaching Performance Expectations (BTPEs), which are part of the new Bilingual Authorization standards and requirements. The BTPEs are the performance expectations that all candidates must meet in order to earn the Bilingual Authorization. The Student Learning Outcomes have also been adapted to align with the new BTPEs that are covered and assessed in this course, and reflect a focus on secondary school contexts (middle and high school). Course assignments, rubrics, and a sample syllabus have been modified to align with these new standards and expectations.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course provides opportunities to improve Spanish language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, research, and program models, language varieties in Spanish, issues of power and language, advocacy for bilingual students, and engagement with bilingual families, specifically for secondary bilingual contexts. Students also will examine theoretical and pedagogical issues in bilingual education, learn to apply bilingual teaching and assessment methods, analyze 7th-12th grade language use, and evaluate Spanish curricular materials. Includes field component.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Spanish fluency/literacy required.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply developing expertise in reading, writing, and communicating in Spanish, in its standard and colloquial forms, including the range of linguistic repertoires and registers across content areas, and understand how students' primary language (e.g., dialectical differences, use of vernacular forms) can be used to facilitate the development of language for social and academic purposes in secondary contexts (BTPE 6.6, 2.4, 3.1).	Class Discussion & Written Responses to Reading, Personal Bilingual Dictionary, Visual Journey & Linguistic Autobiography, Leading a Literature Circle Assignment
2	Display knowledge of bilingual instructional models, instructional strategies, and materials for secondary contexts, and appropriately apply them to their instructional and assessment practices (BTPE 4.3) a) including exploration of local and state-wide and national bilingual programs in the target language b) analysis of bilingual program models and their impact on student identity and development c) understanding how bilingual programs are initiated and extended	Class Discussion & Written Responses to Reading, Reflections on Observation in Bilingual Classroom & Bilingual Teacher Interview

3	<p>Apply knowledge of students' backgrounds, assets, and needs to create welcoming classroom cultures for secondary contexts, establish and maintain clear expectations for safe and respectful translanguaging, maintain high expectations for content and language learning, and develop culturally/linguistically responsive learning activities in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural, and support development of positive bilingual identities (BTPE 1.2, 2.1-2.7).</p>	<p>Class Discussion & Written Responses to Reading, Reflections on Observation in Bilingual Classroom & Bilingual Teacher Interview, Leading a Literature Circle Assignment</p>
4	<p>Apply an understanding of the family as primary language and cultural resource, actively promote authentic family/community engagement and leadership in secondary contexts, and mitigate racist practices, biases, and stereotypes BTPE 1.7, 6.1-6.7 IPA)</p> <p>a) including communicating with and engaging families in education (in English and Spanish)</p> <p>b) supporting families in understanding the goals and research behind bilingual programs, benefits of bilingualism, and how to support language development at home</p>	<p>Family Introduction & Letter Class Discussion & Written Responses to Reading</p>
5	<p>Plan, develop, implement, and assess standards-aligned content instruction (in the focal content area) in secondary contexts in Spanish that includes demonstrating: (BTPE 1.1, 3.2, 3.3 4.1-4.4, 5.1-5.5)</p> <p>a) understanding of the state adopted ELD/SLD and ELA/SLA standards for Spanish Language Development (SLD) and Spanish Language Arts (SLA) and the Social Justice Standards (en español)</p> <p>b) understanding of state-adopted content standards (en español) for the focal content area and developing target language objectives that support the content objectives.</p> <p>c) understanding of how biliteracy develops and instructional strategies unique to literacy development in the target language</p> <p>d) knowledge of transferability between primary and target language vocabulary, grammatical, and linguistic conventions/constructions and how to provide students with practice integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions</p> <p>e) understanding of translanguaging research/pedagogy, transliteracies, and instructional strategies for cross-language transfer between target language and English</p> <p>f) preparedness to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills, including authentic assessment of language and content in target language and bilingual assessment methods</p>	<p>Class Discussion & Written Responses to Reading, Adapting a Lesson Plan for Bilingual Contexts Assignment, Middle/High School Lesson Plan Assignment</p>
6	<p>Evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in Spanish that are appropriate for local secondary bilingual contexts (BTPE 1.5, 3.4, 3.5)</p> <p>a) applying criteria for selection of instructional materials</p> <p>b) including culturally relevant texts</p> <p>c) instruction/exploration of a variety of text types and genres in the target language</p> <p>d) applying knowledge of importance/appropriateness of transadapted vs. translated materials and materials originally written in the target language</p>	<p>Selecting and Evaluating Bilingual Instructional Resources Assignment</p>

Attach a list of the required/recommended course readings and activities:

Readings & Activities EDUC 175B.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

N/A

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

Banes_EDUC 175 SS_Fall 2022.docx

Key: 14607