

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

In Workflow

1. TC Chair (jporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (gardner@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (k.mcfarland@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 06 Sep 2023 20:32:55 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 14 Sep 2023 23:29:47 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sun, 17 Sep 2023 01:54:36 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Jun 14, 2022 by Deidre Sessoms (dsessoms)
2. Jan 27, 2023 by Leslie Banes (l.banes)

Date Submitted: Wed, 06 Sep 2023 20:11:28 GMT

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

Last approved: Fri, 27 Jan 2023 15:02:37 GMT

Last edit: Thu, 07 Sep 2023 20:17:59 GMT

Changes proposed by: Leslie Banes (223011477)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

175B

Course ID: (For administrative use only.)

203692

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing 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:

1) Added a course note to clarify that this course meets the requirements of the bilingual teaching authorization in Spanish. In the past, we have only allowed credential candidates to take this course. With changes to the Bilingual Authorization program (as approved by the Commission on Teacher Credentialing) we now want to recruit undergraduates who wish to earn the authorization into the course during their undergraduate career.

2) Updated the verbs in the expected learning outcomes to better align with the upper levels of Bloom's taxonomy.

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

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

This course meets a requirement of the bilingual teaching authorization in Spanish.

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=1 WTU 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 increasing 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 explain 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	Explain and evaluate features of bilingual instructional models, instructional strategies, and materials for secondary contexts, and appropriately apply them to their instructional and assessment practices (BTPE 4.3), including a) 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) explaining how bilingual programs are initiated and extended	Class Discussion & Written Responses to Reading, Reflections on Observation in Bilingual Classroom & Bilingual Teacher Interview
3	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 translanguageing, 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).	Class Discussion & Written Responses to Reading, Reflections on Observation in Bilingual Classroom & Bilingual Teacher Interview, Leading a Literature Circle Assignment

4	<p>Actively promote authentic family/community engagement and leadership in secondary contexts, identify family and community resources as primary language supports, 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: (BTPE 1.1, 3.2, 3.3 4.1-4.4, 5.1-5.5)</p> <p>a) selecting and applying 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) selecting and applying state-adopted content standards (en español) for the focal content area and developing target language objectives that support the content objectives.</p> <p>c) applying pedagogies that align with how biliteracy develops and instructional strategies unique to literacy development in the target language</p> <p>d) designing instruction to increase 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) applying strategies for translanguaging research/pedagogy, transliteracies, and instructional strategies for cross-language transfer between target language and English</p> <p>f) applying 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
Intellectual and practical skills
Personal and social responsibility

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

Key: 14607