

**EDUC 247; Spring Quarter**

**Santa Clara University  
Department of Education  
Latino/a Language & Culture (3 Units)  
[note this class will be taught in Spanish]**

*Professor:* Claudia Rodriguez-Mojica, Ph.D.

*Office:*

*Phone:*

*Email:*

*Course meeting:*

*Classroom:*

*Office Hours:*

**Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

*MS/SS Teaching Credential Program Learning Goals (PLGs)*

The PLGs represent our commitment to the individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

## Course Description

This course is designed to enable students to develop an awareness and understanding of the traditions, roles, status, and communication patterns of Latina/os as practiced in the United States and their country of origin. Students will acquire skills to discern patterns of cultural relationships among Latina/os in the US and CA. Students will also acquire understandings of the historical, political, economic, religious, and educational factors that impact the acculturation of Latina/os in the US and CA. An emphasis will be to view Latina/os countries' of origin various factors (demographic, language use, immigration patterns) and how these impact settlement in CA.

Course Objective		Standard/Goals Addressed			
		BPS #	PLG #	TPE #	TPA #
1	Understand the traditions and histories of Latina/os in the US, CA and Bay Area	5	3	8	2
2	Ability to identify and compare the communication patterns including code-mixing/code-switching of Latina/os in US and communication patterns in their country of origin	3, 5	2, 3	9	1
3	Understand the historical, political, economic, religious, and educational factors of the country of origin of emergent bilinguals and the impact on their acculturation in the US and CA	5	4	8	4
4	Recognize and plan instruction that account for individual differences (economic, gender, racial, ethnic, social class, educational experience)	4, 5	1	9	3
5	Compare and contrast the educational system of the countries of origin of emergent bilinguals and the US	5	2	8, 9	4
*BPS=Bilingual Program Standard; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; TPA=Teaching Performance Assessment					

## Disability Accommodations Procedure

To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson, room 216. If you would like to register with Disabilities Resources, please visit their office or call at (408) 554-4109. You will need to register and provide professional documentation of a disability prior to receiving academic accommodations.

## Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014).

See: <http://www.scu.edu/studentlife/resources/academicintegrity/> for additional information.

### Required Texts

Cafferty, P. S. J., & Engstrom, D. W. (Eds.). (2002). *Hispanics in the United States: An agenda for the twenty-first century*. New Jersey: Transaction Publishers.

Winn, P. (2006). *Americas: The Changing Face of Latin America and the Carribean* (3rd ed.). University of California Press.

Garcia, E. E. (2001). *Hispanic Education in the United States: Raices Y Alas*. Oxford: Rowman & Littlefield Publishers, Inc.

### Texts on Reserve at Library:

*Occupied America: A History of Chicanos* (Acuña, 2014)

*Como Hablar en Silencio: Issues of Language, Culture, and Identity of Central Americans in Los Angeles* (Lavadenz, 2005)

*Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools: An Ethnographic Portrait* (Valdés, 1996)

*Chicano School Failure and Success: Past, Present and Future* (Valencia, 2002)

*Latinos: Remaking America* (Suárez-Orozco & Páez, 2008)

*Children of Immigration* (Suárez-Orozco & Suárez-Orozco, 2001)

*Crossings: Mexican Immigration in Interdisciplinary Perspectives* (Suárez-Orozco, 1998)

*California's Immigrant Children: Theory, Research and Implications for Educational Policy* (Rumbaut, 1995)

### Course Standards and Grading Policy

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

<b>A</b>	94-100	<b>C+</b>	77-79
<b>A-</b>	90-93	<b>C</b>	74-76
<b>B+</b>	87-89	<b>C-</b>	70-73
<b>B</b>	84-86	<b>D+</b>	67-69
<b>B-</b>	80-83	<b>D</b>	63-66

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.

5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

**Course Assessments**

Grades are based on a 100-point total. The distribution of points across assignments is as follows:

Assignment		Points	Course Objective Assessed
1	Attendance	10	-
2	Literature Circle	10	1, 3
3	Midterm	40	1, 2,
4	Ethnographic Study	40	4, 5

**1. Class Attendance & Participation.**

Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty (loss of 5 points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

**Punctuality.** Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion.

Attendance and punctuality are the only policies with the immediate potential to impact your course grades. However, data documenting your adherence to the remaining policies listed here are gathered by your instructor through ongoing observation and documentation. These data are a primary factor in the assessment of your mastery of TPE 12- "Professional, ethical, and legal obligations."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying

these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone’s learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

**Note:** Points lost due to poor attendance and/or lack of punctuality are deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

## 2. *Literature Circles (LC).*

A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re) read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher’s role in literature circles is that of facilitator.

Each student will be responsible for leading two (2) Literature Circles on the readings throughout the course. Literature Circle leaders should come to class prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*Handout Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold.

<i>Handout Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Definition of terms.</u> List all the words of which you are unsure and define them in your own words (include examples where appropriate)	<u>Allocation of Time.</u> Budget (30-45 minutes) of time, taking into consideration the number of themes from the reading that must be discussed.
* <u>Author’s Message.</u> To zero in on the topic for discussion, write down your version of the author’s main message. Include 1 quote that was memorable for you.	<u>Discussion of Major Themes and Subtopics.</u> During discussion of the text recall that you are discussing what the author had to say (e.g., what influences can be attributed to his thoughts?, what does the author say are limitations or strengths to the information provided?)
* <u>Integration of Material with other Knowledge.</u> It is a well-documented fact of learning theory that unassociated facts are difficult to recall. Make connections of the learning in the assignment to ideas/concepts acquired in previous meetings or other	As a group create a graphic re-presentation (image, quote or other form that captures your groups understanding of the reading)

learning situations. How do these ideas parallel or contradict other theories or readings you have done?	
* <b>Application of the Material.</b> Make a conscious effort to assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	<b>Evaluation of group's performance.</b> Leave the last 10 minutes to discuss the effectiveness of the group to discuss (both agree & disagree) during the session. What might you have done differently? Report to the whole class.

### 3. *Midterm*

This is a take home exam with prompts that you will be asked to respond to regarding the first half of course material. The response will be written in Spanish.

### 5. *Ethnographic Study*

For this assignment you will select a Latina/o group (e.g., Mexican, Mexican-American, Salvadoran) that is present at your school. Through interview and on-line searches, you will gather information about individual differences of this group (e.g., Spanish language variety spoken, racial, educational experience, social class) and how they compare to mainstream US groups. You will also gather information about the educational, economic, political systems of the country of origin of this group and compare that to the US. You will create a power point presentation in Spanish, which will be presented in Spanish on the last day of class.

Meetings	Course Topics	Course Readings	Assignments
<b>Session 1</b>	Introductions	-	
<b>Session 2</b>	Latina/os in the US: Demographics & academic achievement	Cafferty, P. S. J & Engstorm D. W (2010). Hispanics in the United States. Ch. 1 & 5	<b>LC Leaders Group A</b> 1 2 3 4
<b>Session 3</b>	Latina/o traditions & Histories	Winn, P. (1992). Americas: The Changing Face of Latin America and the Caribbean. Ch. 2 & 3  López, Correa-Chávez, Rogoff & Gutiérrez (2010) <i>Attention to Instruction Directed to Another by US Mexican-Heritage Children of Varying Cultural Backgrounds</i>	<b>LC Leaders Group B</b> 1 2 3 4

<b>Session 4</b>	Understanding countries of origin (economic, histories, politics)	Winn, P. (1992). <i>Americas: The Changing Face of Latin America and the Caribbean</i> . Ch. 4 & 5	<b>LC Leaders Group C</b> 1 2 3 4
<b>Session 5</b>	Latina/o Patterns of Communications (e.g., Code-Switching, Spanish varieties and language transfer)	Garcia, E. E. (2001). <i>Hispanic Education in the United States: Raíces y Alas</i> Ch 2  Suárez-Orozco, M. M. & Páez, M. M. (2002). <i>Latinos Remaking America</i> . Ch 16	<b>LC Leaders Group D</b> 1 2 3 4  <b>Due: Midterm</b>

<b>Meetings</b>	<b>Course Topics</b>	<b>Course Readings</b>	<b>Assignments</b>
<b>Session 6</b>	Latina/os & Individual differences (e.g., gender, economic, racial, social class): Impacts on acculturation and socialization	Suárez-Orozco, M. M. & Páez, M. M. (2002). <i>Latinos: Remaking America</i> . (Read Ch 5 & 13)	<b>LC Leaders Group E</b> 1 2 3 4
<b>Session 7</b>	Educational Systems in Countries of Origin of Emergent Bilinguals & Comparison to US	Winn, P. (2006). <i>Americas: The Changing Face of Latin America and the Caribbean</i> . (Read Ch. 6)  Suárez-Orozco & Suárez Orozco, <i>Children of Immigration</i> Ch 2 & 3	<b>LC Leaders Group F</b> 1 2 3 4
<b>Session 8</b>	Latino/a Education Crisis in the US	Gándara & Contreras (2009). <i>The Latino Education Crisis: The Consequences of Failed Social Policies</i> . Ch. 1 & 3	<b>LC Leaders Group G</b> 1 2 3 4
<b>Session 9</b>	Culturally Responsive Pedagogy in the Bilingual Classroom	Garcia, E. E. (2001). <i>Hispanic Education in the United States: Raices Y Alas</i> . Oxford: Rowman & Littlefield Publishers, Inc.(Read Ch 5)  Suárez-Orozco & Suárez Orozco, <i>Children of Immigration</i> Ch 7	<b>LC Leaders Group H</b> 1 2 3 4

**Session  
10**

**Course Conclusion  
Ethnographic Study Presentations**