

**Santa Clara University  
School of Education and Counseling Psychology  
Syllabus, Winter Quarter  
Education 246–Bilingual Seminar (In-Service)**

**Classroom: Loyola Hall Office Hours: 12:00 – 1:30 pm in Loyola Hall 120D**

**Instructors:**

**DEPARTMENT MISSION AND GOALS**

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. Rooted in the Jesuit tradition of Santa Clara University, the core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

1. To prepare professionals who will work competently with individuals who have a variety of strengths, experiences and challenges, those with diverse backgrounds, and those in greatest need.
2. To develop positive habits of mind, identify and apply best practices in the field, and engage in critical reflection on practice.
3. To demonstrate master-level knowledge and skills in teaching and learning.
4. To become leaders sensitive to the ethical and social consequences of their decisions.

**Course Description**

This course continues discussions about bilingual methods and foundations as well as begins to provide insights into the Latina/o language practices and culture. In-Service Bilingual Teacher candidates gather information about the role and place of both languages at their school site, gather evidence as to the cultural and historical context of the Latino community that they serve as well as sharpen their bilingual methodologies.

**Course Objective**

1. Students will assess the current level of academic performance in basic skills using formal and informal methods of emergent bilinguals in both languages. (TPE 2, 3) (TPA 2, 3) (CTC STD. 6, 8, 10, 14)
2. Students will demonstrate a continuing and developing repertoire of effective bilingual methodologies. (TPE 1, 4, 6, 7, 9 10) (TPA 2, 3) (CTC STD. 3, 4)
3. Students will demonstrate knowledge and use of the range of curricular materials (in native and target language) and resources available in their school. (TPE 5, 9) (TPA 2, 3) (CTC STD. 3, 6, 9, 10, 12, 13, 14)
4. Students will acquire skills to interact effectively with Latina/o parents by understanding the context of the countries of origin of the Latino population with which teachers work with in bilingual settings.

**Required Texts**

Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. NY: Multilingual Matters.

Garcia, E. E. (2001). Hispanic Education in the United States: Raíces y ALAS. MA: Rowman & Littlefield Publishers, Inc.

**Evaluation**

Pass/Fail based on: 1) satisfactory completion of course requirements, and 2) quality of performance and mastery of assignments by the University instructor. Performance must be the equivalent of a “B” or better to earn a passing grade.

**Course Requirements**

1. Attend and participate in all seminars and activities.
2. Keep your weekly Bilingual Reflective Journal current.
3. Continue your file of bilingual activities and resources you find helpful and interesting. Make certain you write out complete titles of books and publishers so that you know where to find the materials when needed.
4. Complete all assignments identified in this syllabus by the due date.

5. Keep a lesson plan binder. You will turn in selected lessons for this class, but the plan book or binder will be shared with your field supervisor.
7. A videotape of one of your teaching Spanish lessons at your school site.

Course Outline & Class Schedule

\*COURSE PLAN SUBJECT TO CHANGE

	<i>Meeting</i>	<i>Course Topics</i>	<i>Course Readings</i>	<i>Assignments</i>
<b>COURSE INTRO.</b>	<b>Session 1</b>	*Review of Syllabus *Group Discussion : “What are the Language Policies at play in my school?”	Baker ch. 1: Bilingualism: Definitions and Distinctions	
<b>MODULE 1</b> Bilingual Foundations	<b>Session 2</b>	*Analyze Language Samples *Group Discussion on Handouts: “What develops with Bilingualism?”	Baker Ch. 4: Language in Society  Baker ch. 17: Bilingualism and Bilingual Education as a Problem, Right and Resource	Reflective Bilingual Journal
	<b>Session 3</b>	History, policies, program type & Bilingual Education Effectiveness	Baker Ch. 9: Historical Introductions to Bilingual Education	
	<b>Session 4</b>	Application of Research on bilingual education effectiveness Primary & Target Language Transfer	Baker Ch. 10: Types of Bilingual Education	Description of School Language Policies  Reflective Bilingual Journal
	<b>Session 5</b>	*Building knowledge of literary analysis in appropriate genres and forms and significance for planning, organization and delivery of L1 & L2 instruction	Baker Ch. 11: Education for Bilingualism and Biliteracy	*Turn in lesson plan
<b>MODULE 2</b> Bilingual Methodologies	<b>Session 6</b>	Selecting, developing, adapting, administering, interpreting a variety of content assessments in planning, organize and differentiate instruction	Baker Ch. 13. The Effectiveness of Bilingual Education	Reflective Bilingual Journal
	<b>Session 7</b>	Evaluating and selecting state-adopted and state-approved textbooks and supplementary materials in L1 & L2 for bilingual education settings	Baker Ch. 14: Literacy, Biliteracy and Multiliteracies for Bilinguals	
	<b>Session 8</b>	*Funds of Knowledge: Tapping into cultural and linguistic resources *Understanding immigration & settlement patterns among Latinos in US Parent Partnerships	Garcia, Ch. 4 Hispanics: A Growing Immigrant People	Reflective Bilingual Journal
<b>MODULE 3</b> Latina/o Language & Culture	<b>Session 9</b>	* Understanding of country of origin historical events and relationship with Latinos in the US  Knowledge of Countries’ of origin social and political structure & contributions from Latinos	Garcia Ch. 6 (K-8 In-Service Teachers). Educational Approaches-What works for Hispanics: General Constructs and the early Years. Ch. 7 (9-12) Educational Approaches—What works for Hispanics: The Adolescent Years.	
	<b>Session 10</b>	*Understanding context of countries of origin of Latina/os *Course Conclusion	Garcia Ch. 5 Culture and Education: Seeds of the Individual and Collective Identity	Videotape teaching Spanish lessons at your school site.

Academic Honesty

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. See: <http://www.scu.edu/studentlife/resources/academicintegrity>

Disability Accommodations Procedure

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are 408-554-4111; TTY 408-554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving the academic accommodations.