

**TED 407.01 Languages in Praxis**  
Teacher Education  
California State University, Dominguez Hills

**Course Syllabus (3 Units)**  
Spring 2023

**Instructor:** Kenya Elizabeth Williams, Ed.D.

**Email:** [kwilliams230@csudh.edu](mailto:kwilliams230@csudh.edu)

**Class:** Thursdays, 7:00-9:45 pm PST (hybrid)

**Online:** <https://csudh.zoom.us/my/doc.wills>

**Office Hours:** Email me to make an appointment

**The Vision of the College of Education**

Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

**The Mission of the College of Education**

Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

Please view the [COE website](#) to learn more about our Mission, Vision, Beliefs, and programs.

**Course Information**

This course focuses on critical theories of how people acquire and use language in multilingual contexts that include language learning processes and contemporary insights into the nature of the language. Central to this course is Praxis - students are required to complete 10 hours of fieldwork at a local school site. 3 units.

**Course Requirement**

You must be in the LBS program and simultaneously taking LBS400 or LBS405.

**Purpose**

This course is part of Phase 1 in the Teacher Education Division Credential Sequence. All courses in Phase I address this essential question: *How do teacher candidates' ideologies, identities, and knowledge of community inform professional purpose supported by theoretical foundations?*

**Course Student Learning Outcomes**

Candidates will:

- Explain how PK – 12 students acquire language in multiple contexts and with varied abilities from a critical language and literacy theoretical framework;

- Determine the linguistic capital and Funds of Knowledge of PK – 12 students, as well as factors that affect students’ language acquisition, and adjust classroom practices accordingly without lowering academic expectations;
- Apply critical language and literacy theories and pedagogies to classroom practices through English Language Development (ELD), Integrated ELD, Designated ELD, Specially Designed Academic Instruction in English (SDAIE), Translanguaging, and Dual Language strategies;
- Explain the influence of race and culture on language acquisition and students’ identities;
- Demonstrate a variety of strategies that incorporate multiple intelligences, students’ linguistic capital and Funds of Knowledge, and effective teaching practices; and
- Synthesize language assessments with educational professionals and specialists to include specific instructional supports for students and critically reflect on their effectiveness.

### Guiding Questions

Some questions that we will explore throughout this course are:

- What do effective classroom practices look like in a linguistically diverse class?

Program Level SLOs	Course Level SLOs	Learning Activities	Assessment Activities
<p><b>TPE 1.6</b> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>	<p>Explain how PK – 12 students acquire language in multiple contexts and with varied abilities from a critical language and literacy theoretical framework.</p>	<p>Language Autobiography Microanalysis of a Teaching Event Collaborative Presentation</p>	<p>Language Autobiography Rubric 1. Microanalysis of a Teaching Event</p>
<p><b>TPE 3.5</b> Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p> <p><b>TPE 4.1</b> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</p>	<p>Determine the linguistic capital and Funds of Knowledge of PK – 12 students, as well as factors that affect students’ language acquisition, and adjust classroom practices accordingly without lowering academic expectations.</p>	<p>Fieldwork Activities (10 hours) Interactive Methods Notebook Microanalysis of a Teaching Event</p>	<p>Interactive Methods Notebook Peer Assessment Rubric Microanalysis of a Teaching Event Rubric</p>
<p><b>TPE 1.6</b> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p> <p><b>TPE 4.4</b> Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> <li>• Appropriate use of instructional technology, including assistive technology;</li> <li>• Applying principles of UDL and MTSS;</li> <li>• Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>• Appropriate modifications for students with disabilities in the general education classroom;</li> <li>• Opportunities for students to support each other in learning; and;</li> <li>• Use of community resources and services as applicable.</li> </ul> <p><b>Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments 14.</b> Teaching English Language Development in a Single Subject Assignment</p>	<p>Apply critical language and literacy theories and pedagogies to classroom practices through English Language Development (ELD), Integrated ELD, Designated ELD, Specially Designed Academic Instruction in English (SDAIE), Translanguaging, and Dual Language strategies.</p>	<p>Interactive Methods Notebook Microanalysis of a Teaching Event</p>	<p>Interactive Methods Notebook Peer Assessment Rubric Microanalysis of a Teaching Event Rubric</p>
<p><b>TPE 1.1</b> Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</p>	<p>Explain the influence of race and culture on language acquisition and students’ identities.</p>	<p>Language Autobiography</p>	<p>Language Autobiography Rubric</p>
<p><b>TPE 4.1</b> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</p>	<p>Demonstrate a variety of strategies that incorporate multiple intelligences, students’ linguistic capital and Funds of Knowledge, and effective teaching practices.</p>	<p>Microanalysis of a Teaching Event</p>	<p>Microanalysis of a Teaching Event Rubric</p>

<p><b>TPE 5.6</b> Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p> <p><b>TPE 5.7</b> Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p>	<p>Synthesize language assessments with educational professional and specialists to include specific instructional supports for students and critically reflect on their effectiveness.</p>	<p>Fieldwork Activities (10 hours) Microanalysis of a Teaching Event</p>	<p>Microanalysis of a Teaching Event Rubric</p>
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- How can we leverage our students' linguistic capital and Funds of Knowledge to expand our students' repertoires of linguistic practice?
- How do language policies and larger societal discourses shape classroom language and literacy practices?
- What beliefs do you hold about language and linguistic diversity, and how will these beliefs impact your classroom language and literacy pedagogies?

## Program Level and Course Level SLOs by Learning Activities by Assessment Activities

### Professionalism and Behavior Expectations

Your professionalism will focus on issues of attendance, preparation, meeting project deadlines, critique participation, professional attitude in class and clarity in written and verbal communication about ideas/concepts presented in class. The candidates are expected to maintain a professional and respectful demeanor towards their instructor and peers in class. Disruptive and disrespectful language and behavior will not be tolerated. The instructor may require a student responsible for disruptive behavior to leave class pending discussion and resolution of the problem and may report a disruptive student to the Student Affairs Office (310) 243-3784 for disciplinary action.

### Academic Integrity and Plagiarism

Cheating or plagiarism is subject to discipline as provided in Title V, California Code of Regulations. Plagiarism includes the following: copying of one person's work by another and claiming it as his or her own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, falsely representing one's self as the source of ideas or expression, or the presentation of someone else's language, ideas or works without giving that person due credit. It is not limited to written works. Plagiarism is cause for formal University discipline and is justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed. In addition, the University may impose its own disciplinary measures. See University Catalog und Academic Integrity for further information.

### Computer/Information Literacy Expectations for Students:

In addition to monitoring email, students in this class are expected to: 1) bring a computer or a tablet/iPad each class session, 2) access course information and materials from Canvas, 3) use a word processing program for writing assignments (e.g., Microsoft Word), 4) be able to access websites and conduct research through the internet, 5) use the library databases to find references, 6) be able to paraphrase concepts without plagiarizing, 7) demonstrate facility with PowerPoint or similar programs, 8) demonstrate facility with blogging.

For additional information about computing on campus, including tutorials, students should go to: <http://www4.csudh.edu/it/services/labs/index> and [http://www.csudh.edu/infotech/student\\_index.shtml](http://www.csudh.edu/infotech/student_index.shtml)

### Accommodations for Students - Student disAbility Resource Center

CSUDH adheres to the Americans with Disabilities Act with respect to providing reasonable accommodations for students with temporary and permanent disabilities. Please contact the Student disAbility Resource Center to determine specific accommodations you would like to be considered in your educational programming <http://www4.csudh.edu/dss/> or (310) 243-3660. The earlier the disability is identified and a decision is made, the sooner the instructor can arrange for accommodations.

### Required Texts/Reading Materials:

All materials are available at no cost through Affordable Textbook Solutions and Canvas.

### Course Textbooks & Articles will be available on Canvas

#### Course Films:

#### Required Videos (Choose 1 from this list):

- *Speaking in Tongues* (57 minutes)-direct link: <http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4>
- *Language Healers: Native Americans Revitalizing Native Languages* (41 minutes)-direct link: <http://sohstream.csudh.edu/jstacy/languagehealers.mp4>

- *Pidgin: The Voice of Hawai'i* (58 minutes)-direct link: <https://csudh.kanopy.com/video/pidgen-voices-hawaii>.
- *Una Vida, Dos Países*: <http://www.unavidathefilm.com/#resources>

### Recommended Videos (Choose 1 video from the list below):

- Harvest of Empire (available on BB and Youtube: <https://www.youtube.com/watch?v=5gW84cAN2Pw>)
- Eternos Indocumentados: Central American Refugees in the U.S. (available on BB)
- Linguistic Capital: Ben's Chili & President Obama (available on BB and Youtube: <https://www.youtube.com/watch?v=4vQ7wQ80Aik>)
- Julia from Sesame Street (<https://www.readingrockets.org/article/three-ways-teachers-can-support-kids-autism>)

### Online Resources:

1. California Common Core State Standards-ELA (Direct PDF link): <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
2. California Common Core State Standards (Main page): <https://www.cde.ca.gov/be/st/ss/>
3. California ELD Standards (Direct PDF link): <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
4. California ELD Standards (Main page): <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
5. California ELA/ELD Framework Overview (Direct PDF link): [https://www.scoe.net/castandards/Documents/summary\\_ela-eld\\_framework.pdf](https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf)

### Course Requirements

California State University, Dominguez Hills, Teacher Education Department's grade policy states that all credential students must maintain a 3.0-grade point average with **no grade lower than a C** in coursework.

#### 1. **Participation (25 points)**

This course will be structured through both in-person and online learning. Please email the instructor at: [kwilliams230@csudh.edu](mailto:kwilliams230@csudh.edu), if you are unable to attend any meetings due to illness or an emergency. This class relies heavily on your active participation—come prepared to engage, dialogue, and learn from and with one another. All readings and homework **must be completed before** class meets. Participation is an important part of this class and your grade. Please participate to the fullest of your ability in all class activities (partner work, group work, whole-class discussions, etc.).

#### 2. **Interactive Methods Notebook (TPEs 1.6, 3.5, 4.1, 4.4, 14) – (15 points)**

Throughout the semester, you will maintain an Interactive Methods Notebook on Google Drive-**Google Doc or Google Slides**. Your notebook must include **5 language learning methods and strategies** of your choice. You will use class lectures, readings, and activities to develop the Interactive Methods Notebook. Candidates will include the 5 teaching strategies in a separate slide. Each slide will include information about

- **(required)** the name of the strategy and describe in detail the purpose of the method/strategy
- **(required)** how this strategy could be scaffolded to support all language learners: emergent bilingual students, students with language disabilities, and students who speak varieties of English
- **(optional)** how the method/strategy works procedurally in the elementary classroom to support language/literacy
- **(optional)** content and language standard to support the strategy

#### 3. **Fieldwork Activities (TPEs 1.1 1.6, 3.5, 4.1, 5.6, 5.7) (30 points)**

You will be completing a total of 10 fieldwork hours from TED 407 by doing the fieldwork activity assignments. More information about this will be shared in class. The idea is that you will have multiple opportunities to observe your fieldwork site from different perspectives.

- 1) Getting to Know the School Community - Community Drive & Internet Search
- 2) Teacher Interview -**language**-related questions (bilingual education, language policy, ELA standards, etc.)

#### 4. **Signature Assignment: Microanalysis of Teaching Event and Reflection (TPEs 1.6, 3.5, 4.1, 5.6, 5.7) (30 points):**

(With a partner, if you wish), you will practice using one language strategy in conjunction with your LBS 400 Lesson Plan Instructional Cycle Project or LBS 405 5E Lesson Plan Project. The intent of this assignment is to deliberately link the courses in your LBS program so that you have multiple opportunities to visit and revisit instructional cycles from different perspectives.

The language strategy you choose to incorporate into your LBS 400 Lesson Plan Instructional Cycle Project or LBS 405 5E Lesson Plan Project may be tied to activities modeled in the TED 407 class. The strategy you choose will also adhere to the 2012 California ELD Standards and Common Core State Standards. You will teach and record this lesson for yourself.

### **Part 1: Mini-Lesson Video/Audio with your “Students”**

You will:

- 1) Design a mini-lesson for your students (this could be something specific to your content area, a special skill/talent you want to share, or something around the house). Please keep mini-lesson between 10 – 15 minutes and consider who your learners are – make your teaching “student-centered” (Design/Plan must be included in Notebook). **Instructor approval is needed before audio recording the lesson.**
  - 2) Find 1 or more willing students (this could be household members, family members, neighbors, friends, or your actual students)
  - 3) Facilitate your 10 – 15 minute lesson plan with your students in physically distanced ways in accordance with public health guidelines per COVID-19 (i.e. Zoom, member of the same household)
  - 4) Audio record and/or film your entire lesson (You will NOT submit the actual recording)
- \*See rubric for more details. You will not share or upload the recording of your lesson.**

### **Part 2: Transcribing “Student” Talk**

Following the mini-lesson, you will:

- 1) Listen to the recording
- 2) You will transcribe **5 minutes** of the recording and analyze the recording using the **Transcribing “Student” Talk Template**

### **Part 3: Mini-Lesson Reflection**

Write a 250-500 words reflection about your mini-lesson. Consider the language patterns in your recording and how, in retrospect, you would have scaffolded or differentiated for your students. You must use at least 1-2 readings from class. In your reflection be sure to connect to the readings by answering:

- What language patterns do you notice in the transcription? Which text describes that pattern? How does what the text say compare with what you noticed in the transcription?
  - a. Jordan, J. (1988). Nobody mean more to me than you and the future life of Willie Jordan. *Harvard Educational Review*, 58(3), 363 – 374.
  - b. Lessow-Hurley, J. (2012). *The foundations of dual language instruction (6<sup>th</sup> ed.)*. Boston, MA: Pearson/Allyn & Bacon. Chapter 3: Foundations of Language – 5 subsystems of language.
  - c. Garcia, O. & Kleifgen, J.A. (2010). *Educating emergent bilinguals: Policies, programs and practices for English Language Learners*. New York: Teachers College Press. Chapter 5: Language & Bilingualism: Practices
- You will then analyze the recording through a differentiation & scaffolding perspective by asking yourself,
  - Are students making meaning of the content in profound ways?
  - How, in retrospect, would I have scaffolded or differentiated for my students?
- Use the following texts to guide your framework for differentiation & scaffolding:
  - Gibbons, Gibbons, Ch. 8: Planning for a High-Challenge, High-Support Classroom: Setting Up EL Learners for Success;
  - ELD CA Standards texts

### **Submit:**

You will submit the following work on Canvas for credit:

- 1) Transcribing “Student” Talk Template (10 points)
- 2) Mini-Lesson Reflection (10 points)

## Grading Scale

Assignment	Point Value
Participation (in-class activities, homework)	25 points
Fieldwork Activities: Two parts	30 points
Interactive Methods Notebook	15 points
Signature Assignment: Three parts	30 points
<b>Total</b>	<b>100 points</b>

95 above	A
90-94	A-
88-89	B+
83-87	B
80-82	B-
78, 79	C+
73-77	C
70-72	C-
68, 69	D+
65-67	D
Below 65	F

### Grading Policy:

Students are expected to: (1) submit all assignments on the due date listed in the course syllabus and (2) be present for all in-class exams. Any late work that does not meet the deadline will be penalized according to the rubric provided for the assignment. If a student does not appear for an exam, they will not receive credit for the exam. If a student experiences a serious illness or emergency and is unable to complete an assignment or appear for an exam, they are expected to email the professor to explain their situation. A new deadline or date for an exam re-make will be established between the student and professor. If the new deadline or new meeting time is not met, the assignment or exam will be penalized according to the rubric provided for the assignment or the exam will receive no credit.

### Extra Credit:

- 1) CSUDH and local communities will host a variety of different events. In order to receive extra credit, students will virtually attend an event and write up a 2-paged analytical essay describing how the event connects with concepts they are learning in TED 407. Alternatively, students may watch an instructor-approved documentary about language learning and write up a 2-paged analytical essay describing how the event connects with concepts they are learning in TED 407. Students will use APA citations in order to connect class lectures and readings to the event or documentary's themes.
- 2) Visiting CSUDH Writing Center: The Writing Center is a free resource available to all CSUDH students. We support undergraduate and graduate student writers at any stage of the writing process for any course, department, or program. Students can seek assistance setting goals, generating topics, clarifying ideas, incorporating source materials, organizing, and revising, just to name a few. The Writing Center also supports reading success, offering guidance with planning, mapping, annotating, interpretation, analysis, and summarizing and paraphrasing source texts. Multimedia and multimodal projects are invited and always welcome.

**TED 407: Course Schedule** *(subject to change)*

All assigned readings are to be completed *prior* to the next class session.

Sessions	Class Themes	Assignments
Week 1 1/26	Introduction + Syllabus Who are our Language Learners?	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● (required) García, O., &amp; Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 1, 2) Introduction: Who Are the Emergent Bilinguals?</li> <li>● Martínez, R. A. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires. <i>The Reading Teacher</i>, 71(5), 515-522.</li> <li>● (optional) Zitala-si/ Bonnin, G. (1921). <i>American Indian Stories</i>. Washington: Hayworth Publishing House, p. 47-49.</li> <li>● I Am Poem</li> </ul>
Week 2 2/2	Asset Perspectives on Languaging	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● (required) Yosso, T. J. (2005). <b>Whose culture has capital? A critical race theory discussion of community cultural wealth.</b> <i>Race ethnicity and education</i>, 8(1), 69-91.</li> <li>● Delpit, L. (2006). What should teachers do? Ebonics and culturally responsive instruction. <i>Dialects, Englishes, creoles, and education</i>, 93-101.</li> <li>● (optional) Lessow-Hurley, J. (2012). <i>The foundations of dual language instruction</i>. Pearson Higher Ed. (Chapter 3)</li> <li>● (optional) García, O., &amp; Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 3)</li> </ul>
Week 3 2/9	Scaffolding Language & Instruction	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● (required) Moll, L. C., Amanti, C., Neff, D., &amp; Gonzalez, N. (1992). <b>Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.</b> <i>Theory into practice</i>, 31(2), 132-141.</li> <li>● (optional) Gibbons, P. (2009). <i>English learners, academic literacy, and thinking: Learning in the challenge zone</i>. Portsmouth, NH: Heinemann. (Chapters 6-8)</li> <li>● (optional) Orellana, M. F., &amp; Hernandez, A. (1999). Talking the walk: Children reading urban environmental print. <i>The Reading Teacher</i>, 52(6), 612-619.</li> </ul>
Week 4 2/16	What is Language?	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● (required) Siegel, J. (2006). <b>Language ideologies and the education of speakers of marginalized language varieties: Adopting a critical awareness approach.</b> <i>Linguistics and Education</i>, 17(2), 157-174.</li> <li>● Jordan, J. (1988). Nobody mean more to me than you and the future life of Willie Jordan. <i>Harvard Educational Review</i>, 58(3), 363-375.</li> <li>● Ball, A., Makoni, S., Smitherman, G., &amp; Spears, A. K. (2005). <i>Black linguistics: Language, society and politics in Africa and the Americas</i>. Routledge. (Introduction) <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=BnyBAGAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=black+language&amp;ots=aNcWZ9xu0X&amp;sig=yhc9JluB1I0ud983YKwOtdIKbAQ#v=onepage&amp;q=black%20language&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=BnyBAGAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=black+language&amp;ots=aNcWZ9xu0X&amp;sig=yhc9JluB1I0ud983YKwOtdIKbAQ#v=onepage&amp;q=black%20language&amp;f=false</a></li> </ul> <p><b>In-Class Reading:</b></p> <ul style="list-style-type: none"> <li>● California English Language Development Standards, Chapter 1-2, p. 7– 24 &amp; Grade Level Standards: <ul style="list-style-type: none"> <li>○ Kindergarten: pg. 26 – 36</li> <li>○ Grade 3: pg. 56 – 66</li> <li>○ Grade 5: pg. 76 – 86</li> <li>○ Grade 7: pg. 98 – 110</li> <li>○ Grade 11-12: pg. 134 – 144</li> </ul> </li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <b>Fieldwork Activity 1- Community Drive &amp; Internet Search *Due on Canvas by Tuesday @ 11:59 pm</b></li> </ul>

<p>Week 5 2/23</p>	<p>Translanguaging</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• (required) Otheguy et al. (2014). Clarifying translanguaging</li> <li>• (required) Grosjean, F. (2016). <a href="#">What is translanguaging? An interview with Ofelia García</a>. <i>Psychology Today</i>, 2.</li> <li>• (optional) Alvarez, S. (2014). Translanguaging tareas: Emergent bilingual youth as language brokers for homework in immigrant families. <i>Language Arts</i>, 91(5), 326-339.</li> <li>• (optional) Song, K. (2016). Nurturing young children's biliteracy development: A Korean family's hybrid literacy practices at home. <i>Language Arts</i>, 93(5), 341-353.</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: What is translanguaging?</a> Ofelia Garica by CUNY-NYSIEB</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Read through the Fieldwork description: Teacher Conversation fieldwork activity &amp; identify a teacher with whom you would like to speak</li> <li>• Get in touch with a teacher who you would like to talk with about their language and literacy teaching practices &amp; set a date and time for conversation</li> </ul>
<p>Week 6 3/2</p>	<p>Deficit Ideologies on Languageing</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Huber, L. P. (2011). Discourses of racist nativism in California public education: English dominance as racist nativist microaggressions. <i>Educational Studies</i>, 47(4), 379-401.</li> <li>• Shannon, S. M. (1995). The hegemony of English: A case study of one bilingual classroom as a site of resistance. <i>Linguistics and education</i>, 7(3), 175-200.</li> <li>• Bonfiglio, T. P. (2010). <i>Race and the rise of standard American</i> (Vol. 7). Walter de Gruyter.</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Conduct a teacher interview and transcribe it.</li> </ul>
<p>Week 7 3/9</p>	<p>English Hegemony</p>	<p><b>Read:</b> 250 words reflection-<a href="https://calstatedh.padlet.org/minhyeson/2qhp19183w8gffy">https://calstatedh.padlet.org/minhyeson/2qhp19183w8gffy</a></p> <ul style="list-style-type: none"> <li>• Huber, L. P. (2011). Discourses of racist nativism in California public education: English dominance as racist nativist microaggressions. <i>Educational Studies</i>, 47(4), 379-401.</li> <li>• Shannon, S. M. (1995). The hegemony of English: A case study of one bilingual classroom as a site of resistance. <i>Linguistics and education</i>, 7(3), 175-200.</li> <li>• Bonfiglio, T. P. (2010). <i>Race and the rise of standard American</i> (Vol. 7). Walter de Gruyter.</li> </ul> <p><b>Required Videos (Choose 1 to watch from this list): Padlet sign-up - <a href="https://calstatedh.padlet.org/minhyeson/v0fh7o14h9214iw5">https://calstatedh.padlet.org/minhyeson/v0fh7o14h9214iw5</a></b></p> <ul style="list-style-type: none"> <li>• <i>Speaking in Tongues</i> (57 minutes)-direct link: <a href="http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4">http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4</a></li> <li>• <i>Language Healers: Native Americans Revitalizing Native Languages</i> (41 minutes)-direct link: <a href="http://sohstream.csudh.edu/jstacy/languagehealers.mp4">http://sohstream.csudh.edu/jstacy/languagehealers.mp4</a></li> <li>• <i>Pidgin: The Voice of Hawai'i</i> (58 minutes)-direct link: <a href="https://csudh.kanopy.com/video/pidgen-voices-hawaii">https://csudh.kanopy.com/video/pidgen-voices-hawaii</a>.</li> <li>• <i>Una Vida, Dos Países</i> (30 minutes): <a href="http://www.unavidathefilm.com/#resources">http://www.unavidathefilm.com/#resources</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Fieldwork Activity 2- Teacher Interview</b></li> </ul> <p><b>*Due on Canvas by Tuesday @ 11:59 pm</b></p>
<p>Week 8 3/16</p>	<p>U.S. Legislation, Court Rulings, &amp; Policies in Language Learning</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Delpit, L. (2006). What should teachers do? Ebonics and culturally responsive instruction. <i>Dialects, Englishes, creoles, and education</i>, 93-101.</li> </ul>



<p><b>Week 9</b> 3/23</p>	<p><b>Linguistic Capital</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Zisselsberger, M. (2016). Toward a humanizing pedagogy: Leveling the cultural and linguistic capital in a fifth-grade writing classroom. <i>Bilingual Research Journal</i>, 39(2), 121-137.</li> <li>• Taylor, L. K., Bernhard, J. K., Garg, S., &amp; Cummins, J. (2008). Affirming plural belonging: Building on students' family-based cultural and linguistic capital through multiliteracies pedagogy. <i>Journal of Early Childhood Literacy</i>, 8(3), 269-294.</li> </ul> <p><b>Watch one of the required videos and write a short reflection (200-250 words) based on the film and post it on Padlet</b></p> <p><b>Required Videos (Choose 1 to watch from this list): Padlet sign-up - <a href="https://calstatedh.padlet.org/minhyeson/y0fh7o14h9214iw5">https://calstatedh.padlet.org/minhyeson/y0fh7o14h9214iw5</a></b></p> <ul style="list-style-type: none"> <li>• <i>Speaking in Tongues</i> (57 minutes)-direct link: <a href="http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4">http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4</a></li> <li>• <i>Language Healers: Native Americans Revitalizing Native Languages</i> (41 minutes)-direct link: <a href="http://sohstream.csudh.edu/jstacy/languagehealers.mp4">http://sohstream.csudh.edu/jstacy/languagehealers.mp4</a></li> <li>• <i>Pidgin: The Voice of Hawai'i</i> (58 minutes)-direct link: <a href="https://csudh.kanopy.com/video/pidgen-voices-hawaii">https://csudh.kanopy.com/video/pidgen-voices-hawaii</a>.</li> <li>• <i>Una Vida, Dos Países</i>: <a href="http://www.unavidathefilm.com/#resources">http://www.unavidathefilm.com/#resources</a></li> </ul>
<p><b>Week 10</b> 4/6</p>	<p><b>Dual Language Education</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Martínez, R. A. (2017). Dual language education and the erasure of Chicana, Latina, and indigenous Mexican children: A call to re-imagine (and imagine beyond) bilingualism. <i>Texas Education Review</i>, 5(1), 81-92.</li> <li>• Palmer, D. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual language “strand” program. <i>Anthropology &amp; Education Quarterly</i>, 41(1), 94-114.</li> <li>• (optional) Lessow-Hurley, J. (2012). <i>The foundations of dual language instruction</i>. Pearson Higher Ed. (Chapter 2)</li> </ul>
<p><b>Week 11</b> 4/13</p>	<p><b>Raciolinguistics</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Rosa, J., &amp; Flores, N. (2017). Do you hear what I hear? Raciolinguistic ideologies and culturally sustaining pedagogies. <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i>, 175-190.</li> <li>• Alim, H. S., &amp; Smitherman, G. (2012). <i>Articulate while Black: Barack Obama, language, and race in the US</i>. Oxford University Press.</li> </ul> <p><b>Watch: one of the required videos and write a short reflection (200-250 words) based on the film and post it on Padlet</b></p> <p><b>Required Videos (Choose 1 from this list): - <a href="https://calstatedh.padlet.org/minhyeson/y0fh7o14h9214iw5">https://calstatedh.padlet.org/minhyeson/y0fh7o14h9214iw5</a> (Padlet)</b></p> <ul style="list-style-type: none"> <li>• <i>Speaking in Tongues</i> (57 minutes)-direct link: <a href="http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4">http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4</a></li> <li>• <i>Language Healers: Native Americans Revitalizing Native Languages</i> (41 minutes)-direct link: <a href="http://sohstream.csudh.edu/jstacy/languagehealers.mp4">http://sohstream.csudh.edu/jstacy/languagehealers.mp4</a></li> <li>• <i>Pidgin: The Voice of Hawai'i</i> (58 minutes)-direct link: <a href="https://csudh.kanopy.com/video/pidgen-voices-hawaii">https://csudh.kanopy.com/video/pidgen-voices-hawaii</a>.</li> <li>• <i>Una Vida, Dos Países</i>: <a href="http://www.unavidathefilm.com/#resources">http://www.unavidathefilm.com/#resources</a></li> </ul>
<p><b>Week 12</b> 4/20</p>	<p><b>Intersectionality of Language &amp; Disability</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Klingner, J., &amp; Eppollito, A. (2014). <i>English Language Learners:: Differentiating Between Language Acquisition and Learning Disabilities</i>. Council for Exceptional Children. (Chapter 2)</li> <li>• Zacarian, D. (2011). The Over-and Under-Identification of ELLs in Special Education.</li> </ul>

		<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <b>Signature Assignment Part 1: Mini-Lesson Plan/Design/Strategy *Due on Canvas by Tuesday @ 11:59 pm</b></li> <li>● Signature Assignment: Mini Lesson Recording (Video/Audio)</li> </ul> <p><b>*You will NOT submit the recording, this is just for your transcription purpose.</b></p>
<p><b>Week 13</b> 4/27</p>	<p><b>Transnational Identities</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● de los Ríos, C. V. (2018). Toward a corridista consciousness: Learning from one transnational youth's critical reading, writing, and performance of Mexican corridos. <i>Reading Research Quarterly</i>, 53(4), 455-471.</li> <li>● Jaffe-Walter &amp; Lee (2018). Engaging the Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth</li> </ul> <p><b>Watch one of the required videos and write a short reflection (200-250 words) based on the film and post it on Padlet</b></p> <p><b>Required Videos (Choose 1 from this list):</b></p> <ul style="list-style-type: none"> <li>● <i>Speaking in Tongues</i> (57 minutes)-direct link: <a href="http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4">http://sohstream.csudh.edu/sneedham/speakingintongues/speakingintongues.mp4</a></li> <li>● <i>Language Healers: Native Americans Revitalizing Native Languages</i> (41 minutes)-direct link: <a href="http://sohstream.csudh.edu/jstacy/languagehealers.mp4">http://sohstream.csudh.edu/jstacy/languagehealers.mp4</a></li> <li>● <i>Pidgin: The Voice of Hawai'i</i> (58 minutes)-direct link: <a href="https://csudh.kanopy.com/video/pidgen-voices-hawaii">https://csudh.kanopy.com/video/pidgen-voices-hawaii</a>.</li> <li>● <i>Una Vida, Dos Países</i>: <a href="http://www.unavidathefilm.com/#resources">http://www.unavidathefilm.com/#resources</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <b>Signature Assignment Part 2: "Student" Transcription</b></li> </ul> <p><b>*Due on Canvas by Tuesday @ 11:59 pm</b></p>
<p><b>Week 14</b> 5/4</p>	<p><b>Assessing Language</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● García, O., &amp; Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 8)</li> <li>● Lee, A. (2017). Why "Correcting" African American Language Speakers is Counterproductive. <i>Language Arts Journal of Michigan</i>, 32(2), 6.</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <b>All Signature Assignments including Part 3: Reflection</b></li> </ul> <p><b>*Due on Canvas by Tuesday @ 11:59 pm</b></p>
<p><b>Week 15</b> 5/11 (Last class)</p>	<p><b>Imagining a Language of Solidarity</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Freire, J. A. (2016). Nepantleras/os and their teachers in dual language education: Developing sociopolitical consciousness to contest language education policies. <i>Association of Mexican American Educators Journal</i>, 10(1).</li> <li>● Martinez, D. C. (2017). Imagining a language of solidarity for Black and Latinx youth in English language arts classrooms. <i>English Education</i>, 49(2), 179.</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <b>Interactive Methods Notebook (w/ 5 Language Learning Strategies)</b></li> </ul> <p><b>*Due on Canvas by Tuesday @ 11:59 pm</b></p>
<p><b>Week 16</b> (Finals week)</p>	<p><b>No Class Meetings</b></p>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <b>All remaining assignments and extra credit assignments</b></li> </ul> <p><b>*Due on Canvas by 12/14 @ 11:59 pm (hard deadline)</b></p>

**Student Release Form**

To be completed either by the parents/legal guardians of minor students or by students who are 18 years of age or more.

**Dear Parent/Guardian:**

I am a student in the California State University, Dominguez Hills Teacher Credential Program. As part of my university coursework to become a teacher, I must observe and participate in a public school classroom. This experience will provide me with opportunities to watch and work with students under the supervision of their classroom teacher. Your child's school and classroom teacher are graciously allowing me to complete this portion of my teacher training in your child's classroom this semester.

My coursework at the university requires that I videotape and submit to my instructor one short lesson (10 – 30 minutes) that I will teach in your child's class. Although the primary focus of the video recordings will be my instruction and not the students in the class, your child and classwork *may* appear on the video.

The video will only be used for assessment of me for my university course. Access to the video will be restricted and will be shared only with the course instructor and one other credential student. The form below expresses your consent for your child to participate in the class and perhaps have his or her image appear in the video. If you choose not to give your permission, your child may still participate in the class, but will be positioned in the classroom so that he or she is not seen in the video. If you have any questions, please contact your child's classroom teacher.

Thank you for your assistance.

Cordially,

\_\_\_\_\_  
CSUDH Teacher Credential Candidate

\_\_\_\_\_  
Classroom Teacher

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**Permission Slip**

Student Name: \_\_\_\_\_

School/Teacher: \_\_\_\_\_

***I am the parent/legal guardian*** of the child named above. I have received and read the letter regarding the video taping of my child's class and agree to the following (please check one):

- I DO** give permission to include my child's image on video as he or she participates in class.
- I DO NOT** give permission to include my child's image on video as he or she participates in class.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

***I am the student*** named above and ***am 18 or older***. I have read the letter regarding the video taping of my class and agree to the following (please check one):

- I DO** give permission to include my image on video as I participate in this class.
- I DO NOT** give permission to include my image on video as I participate in this class.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_  
Date of Birth \_\_\_ / \_\_\_ / \_\_\_

**Formulario para permiso del estudiante**

Debe ser completado ya sea por los padres/madres/tutores legales de los estudiantes menores de edad, o por estudiantes quienes sean mayores de 18 años.

**Estimado/a padre/madre/tutor legal:**

Soy un estudiante de la Universidad Estatal de California Domínguez Hills. Estudio en el programa de Credenciales para Maestros. Como parte de mi trabajo en mis cursos universitarios de este semestre, tengo que observar y participar en una clase de una escuela pública. Esta experiencia me dará las oportunidades de observar y trabajar con los estudiantes bajo la supervisión de su maestra. La escuela de su hijo/a y su maestra me ha brindado la oportunidad de completar esta parte de mi formación como maestro en su clase durante este semestre.

Mi curso en esta universidad requiere que yo grabe con una cámara de video y entregue a mi profesora breves lecciones las cuales voy a enseñar en la clase de su hijo/a. A pesar de que el enfoque principal de este video será sobre mis enseñanzas a la clase, su hijo/a puede aparecer en él.

Este video sólo será utilizado para la evaluación de mi curso universitario. El acceso a este video será restringido. Solamente el profesor y un colega van a ver este video. Es en el formulario de abajo donde usted da/niega su consentimiento para que su hijo/a participe en la clase y quizás aparecer en el video. Si usted elige no dar su permiso, su hijo/a aún puede participar en la clase, pero será colocado en una parte del salón donde no aparezca en el video. Si tiene alguna pregunta, por favor póngase en contacto con la maestra de su hijo/a.

Gracias por su ayuda y cooperación.

Cordialmente,

Candidato a Credencial de Maestro \_\_\_\_\_

Maestra del salón \_\_\_\_\_

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**Formulario para permiso**

Nombre de Estudiante: \_\_\_\_\_

Escuela/Maestra: \_\_\_\_\_

**Yo soy el padre/madre/tutor legal** del estudiante. He recibido y he leído el formulario sobre la grabación en video de mi hijo/a, y estoy de acuerdo con lo siguiente (por favor marcar)

- YO DOY** permiso para que mi hijo/a sea incluido/a en este video mientras él/ella participe en clase.
- YO NO DOY** permiso para que mi hijo/a sea incluido/a en este video mientras él/ella participe en clase.

Firma de Padre/Madre o Tutor Legal: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Yo soy él/la estudiante y soy mayor de 18 años de edad o más.** He leído el formulario sobre la grabación del video en mi clase, y estoy de acuerdo con lo siguiente (por favor marcar)

- YO DOY** mi permiso para ser incluido/a en este video mientras participe en esta clase.
- YO NO DOY** permiso para ser incluido/a en este video mientras participe en esta clase.

Firma del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Fecha de nacimiento: \_\_\_\_\_