👤 Contact Information

Course and Contact Information

Instructor: Dr. Sara Caniglia Schulte

Emal: sara.canigliaschulte@sjsu.edu
Office: SH 217

Office Hours

Office Hours are Mondays from 2:30-3:30 on n-person ees

and by appo ntment on Zn

Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1.

8. Demonstrate placar

assigned days in the course schedule. Candidates should read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS one week after the module opens. (See Course Schedule)

2. **In class act v t es** Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session. (See Course Schedule)

3. **Reflect ons** Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection:

   1. Written paper of 1-2 pages double spaced (Note: Grammar and spelling will not count for this assignment.)
   2. An audio recorded segment of 8 minutes or less summarizing the reading and then making connections
   3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment
   4. Poetry, music or other method (with approval) of showcasing the summary and reflection.

4. **Written Paper on D st nct on bet een Language Acqu s t on and D s / ab l ty** Candidates will submit a 2-3 page, double-spaced paper discussing the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilinguals and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether a student who is an emergent bilingual should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.

5. **Lesson Plan and Demonstrat on (50 po nts)** Candidates will work in partners or groups of three to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific SDAIE strategies to support students who are emergent bilinguals and students with disabilities with rationales provided for each area of the lesson.

6. **F nal Exam nat on: Analys s of Language Demands and Lesson Plan Adaptat on (50 po nts)** The final exam is a take-home exam, and all work must be completed individually. Candidates will complete an Analysis of Language Demands for a given lesson and then adapt the lesson for students who are emergent bilinguals and students with disabilities, providing a rationale for all adaptations.

✔ Grading Information

Grading Information

All assignments are to be completed to earn

student intends to submit the assignment, which should be within one week of the original due date. **If no contact has been made regard ng a m ss ng or late ass gnment   th n 5 days, that ass gnment   ll rece ve a zero.**

All written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-students/index.html) (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and the student will need to resubmit.

TOTAL POINTS = 220

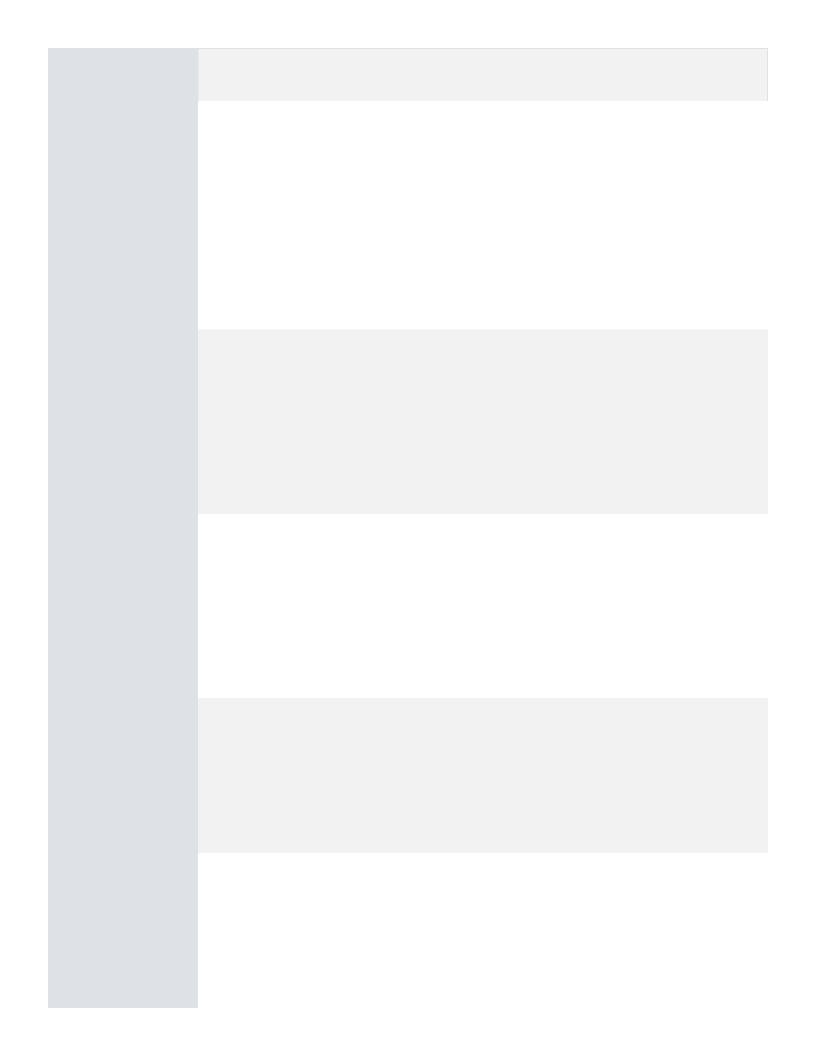|		
98-100%	216-220	= A+
92-97%	202-215	= A
90-91%	198-201	= A-
88-89%	194-197	= B+
82-87%	180-193	= B
80-81%	176-179	= B-

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Course Schedule

IN PERSON	10/21	Session 8 – In Person • Culturally
		Session 8 – In Person • Culturally

	11/26	Session 13- Online
CANVAS ONLINE MODULE		• Strategies for language development and writing for varied purposes (sentence frames) • Interaction for formal and informal collaborative discussions
IN PERSON	12/03	IN CLASS LESSON PRESENTATIONS
FINAL	12/10	LAST DAY TO TURN IN LESSON PLAN PROJECT IS DEC 10