

**EDML 552 (X-3)**

**THEORY AND METHODS OF  
BILINGUAL EDUCATION.**

**MONDAYS; 18:00 – 20:45. MBC.**

**FALL, 2000**

**COURSE SYLLABUS**

**INSTRUCTOR; MIKE CROGHAN**

**Contact Information**

**California State University, San Marcos**

**University Hall 315**

**San Marcos, CA. 92096-0001;**

**(760)750-4025 (W) (760)754-4822 (H)**

**mcroghan@csusm.edu**

**Office Hours**

**By Appointment**

**CSUSM/COE MISSION STATEMENT**

THE MISSION OF THE COLLEGE OF EDUCATION COMMUNITY IS TO COLLABORATIVELY TRANSFORM PUBLIC EDUCATION BY PREPARING THOUGHTFUL EDUCATORS AND ADVANCING PROFESSIONAL PRACTICES. WE ARE COMMITTED TO DIVERSITY, EDUCATIONAL EQUITY, AND SOCIAL JUSTICE EXEMPLIFIED THROUGH REFLECTIVE TEACHING, LIFELONG LEARNING, INNOVATIVE RESEARCH, AND ON-GOING SERVICED. OUR PRACTICES DEMONSTRATE A COMMITMENT TO STUDENT CENTERED EDUCATION, DIVERSITY, COLLABORATION, PROFESSIONALISM, AND SHARED GOVERNANCE.

## TEXTS

### Choice 1:

Crawford, James. (1995). *Bilingual Education: History Politics Theory and Practice. Third Edition.* Los Angeles. Bilingual Education Services, Inc. ISBN; 0-89075-556-6.

Hakuta, Kenji (1986). *Mirror of Language. The Debate on Bilingualism.* Basic Books. ISBN; 0-465-04637-1

Lessow-Hurley, J. (1990). *The Foundations of Dual Language Instruction.* New York, NY: Longman. ISBN: 0-8013-0131-9.

### Choice 2:

Brown, H. Douglas (1994). *Principles of Language Learning and Teaching.* Third Edition. Toronto, Prentice-Hall. ISBN: 0-13-191966-0.

Leyba, Charles F. (Editor) (1994). *Schooling and Language Minority Students: A Theoretical Framework; Second Edition.* Los Angeles, CA.: Evaluation, Dissemination, and Assessment Center, CSULA. ISBN: 0-89755-030-7

Parker, Frank & Riley, Kathryn (1994). *Linguistics for Non-Linguists.* Toronto: Allyn and Bacon. ISBN:0-205-29930-X

### Choice 3:

Cary, Stephen (1997). *Second Language Learners.* York, Maine. Stenhouse. ISBN: 1-57110-0625-2

Faltis, Christian & Hudelson, Sarah (1998). *Bilingual Education in Elementary and Secondary Education Communities.* Toronto: Allyn and Bacon. ISBN: 0-205-17120-6

Freeman, Y.S., and Freeman, D.E. (1992). *Whole Language for Second Language Learners.* Portsmouth, NH: Heinemann. ISBN: 0-435-08723-1

Freeman, Y.S., and Freeman, D.E (1998). *La enseñanza de la lectura y la escritura en español en el aula bilingüe.* Portsmouth, NH: Heinemann. ISBN: 0-325-00013-1

Freeman, Y.S., and Freeman, D.E (1996). *Teaching Reading and Writing in Spanish in the Bilingual Classroom.* Portsmouth, NH: Heinemann. ISBN: 00-435-07231-5

Peregoy, Suzanne F. & Boyle, Owen F. (1997). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers. Second Edition.* White Plains, NY. Longman. ISBN: 0-8013-1628-6.

Uhl Chamot, Anna & O'Malley, J. Michael (1994). *The CALLA Handbook.* Menlo Park, CA. Addison Welsey. ISBN: 0-201-53963-2

## GENERAL DESCRIPTION AND OBJECTIVES

This course will address bilingual education and language learning theory and methods and their implications for learning and instruction. Students will learn how language is acquired and developed, the relationships among language, culture and personal identity, bilingual education programs and approaches, and methods for teaching content area curricula and English Language Development to students who speak community languages. Other objectives of the course include a review of the five models of multicultural education, policy implications and issues, and CLAD certification requirements.

**Special Note:** In 1992, the CSUSM/COE voted to infuse CLAD competencies throughout the COE curriculum. Attached to this syllabus, you will see an outline of the CLAD competencies. Those that are emphasized in this course are highlighted in italics.

## REQUIREMENTS

**Attendance:** The effectiveness of this course is in direct measure to the discussions, interactions, and sharing that will characterize the class meetings. As with any class, a culture will take shape here. I want the culture to be based on recognition of the importance of the course content and mutual respect among the participants. Hence, attendance and punctuality are essential. While I appreciate the courtesy of being told by a student when s/he is going to be absent, I do not distinguish between excused and unexcused absences. An absence is an absence. Similarly, an attendance is an attendance - defined as a **full class meeting**. **Late arrival to and early departure from a class meeting can and will constitute an absence.**

An "A" grade for this course can be achieved only if the student's attendance remains above 80%. Attendance that falls below 70% may result in a grade no higher than C for the course and/or being dropped from the course with a grade of U at the discretion of the instructor. This policy is in line with the attendance policy options of the College of Education.

The only tally/track for attendance will be in the form of a sign-in sheet that will be distributed during each of the class meetings. It is **incumbent upon the student** to see that s/he is "signed in" **during** the class meeting. (For more on how attendance figures into grades, see below, *Grading*.)

And as long as I am on the subject of class attendance and etiquette, may I tell you that I do not accept phone calls during class meetings. I expect the same courtesy from students – for me and for other students. Turn your cell phone off before entering class.

As per university policy, I have the option of dropping a student who either does not attend the first meeting of this course and/or does not inform me of the absence.

**Readings:** Activities and discussions for every class session will be based on the assigned reading for that class meeting. Please come prepared by having completed the assigned reading. For some of the readings, you may be asked to do a Quickwrite (see below). You are also encouraged to write notes and/or make notes of the reading on your own.

**Quick Writes:** From time to time, a Quick Write will be assigned in class or for homework. Quick Writes may be based on the assigned reading(s) or on issues that come out of class discussions. Since the number of Quick Writes is open-ended, the grade will be computed from percentage of points possible. I would appreciate it if you could always bring to class meetings some 5 1/2 X 8 1/2 cards for writing your Quick Writes. While I do not accept late Quick Writes, I do throw out the lowest score in tallying the Quick Write points. Hence, if you miss one Quick Write, it will have no effect on your overall total for Quick Write points.

**SDAIE Lesson Plans (20 points):** The capstone assignment for this course is to develop three daily lesson plans and infuse elements and strands of Specially Designed Academic Instruction in English (SDAIE) that you will learn in this course. The 3 Lesson Plans must each come from 3 different subject areas. Standards and procedures for this assignment will be covered in detail in class. You will also receive handouts in class that will guide you in completing this assignment. To complete the assignment, you will need to submit your 3 final polished lesson plans, the rubric sheets given to you during the peer review (explained in class), and a rubric sheet that you fill out yourself.

**Bilingual Program Design (20 points):** In consort with classmates, you are to research a program at a school that serves learners of English as a Second language. As part of your research, you will need to talk to teachers, administrators, paraprofessionals, and students about the program at the school. Your group presentation to class must include overhead or other support and handouts. We will talk about this project more in class and you will be given more guidance and direction.

### GRADING:

A Split Track Grading System will be used in this course. This means that you can choose to complete only certain assignments and acquire only certain point levels that you pre-set for yourself. However, you must earn the minimum number of points and percentages for each of the 4 types of assignments to get the grade you have set. You cannot apply an overage of points for one type of assignment to another type.

You are urged to keep a copy of all assignments returned to you. To resolve a discrepancy, you will be asked to show your work.

Your grade will be determined by your performance on the 2 assignments outlined above plus the work you contract to do from the Menu of Options.

- 1) Note again that a student cannot earn an "A" unless class attendance remains above 80%.
- 2) Note in the *Menu of Options* that accompanies this syllabus that two or more late assignments comprise a one letter grade reduction. Because assignments tend to be "long range", the expectation is that you will either turn the assignment in prior to your deadline or on your contracted deadline. If you are going to be absent the day the assignment is due, you need to make arrangements to get the assignment submitted. In short, there are no "excused" late assignments. ***Only assignments turned in at or before class time will be considered on time.***
- 3) In drawing up your contract (see Menu of Options), I strongly recommend you allow "turn around" time. That is, if you want more points on an assignment, you may edit and submit a revised draft – **along with the earlier draft(s)**. First and revised drafts of assignments turned in after 11/20 ("**Lock Date**") cannot be revised for more points.
- 4) Do not look for a relationship among the types of assignments. None exists. I have taken into account the relative time needed to complete assignments *within* each type and tried to balance/relate those point values, but not so *among* the types of assignments.
- 5) I heavily discourage incompletes. To earn an "A" in this course, you must complete the requirements by the end of the term. In dire cases where a student must take an incomplete for the semester, the maximum grade for the course will be a "B".

## TRACKS, GRADES, AND POINTS.

ASSIGNMENT/OPTION	A TRACK	B TRACK
<b>REQUIRED ASSIGNMENTS:</b> Attendance SDAIE'd Lesson Plans (20 points) Bilingual Program Design (20 points) Quick Writes	80%( min.) 15 15 90%	70%( min.) 12 12 80%
<b>BORDER CROSSINGS:</b> Community Action (10) Community Tour (10) Cultural Event (10) Ethnographic Interview (15) Home Visit (15) Listening Immersion/Think Aloud (15) Other (TBA)	12	10
<b>PROFESSIONAL GROWTHS:</b> IMC, Other Learning Resource Visit. (20) Guest Presenter (10) Leadership, Creativity Project (15) Lesson Plan Share (5) Materials Analysis (15) Participation/Observation (20) Policy Meeting (20) Resource Share (5) Video Watch (10) Other (TBA)	17	13
<b>WRITTEN ASSIGNMENTS:</b> Interactive Journal (10) Personal History (10) RAP (12)  Book Report (18) Case Study (18) Complementary Reading (18) Reading Abstract (5 or 10) Reading Journals (18) Research Report (12) Web Surfing (10)  Grant Proposal (18) Other (TBA)	15	10

### SPECIAL NOTES:

- 1) **Lock Date is November 20, 2000.** This means that first or later drafts of assignments turned in *on or after* this date are locked. You will not have the option to revise them to earn more points. The "Lock Date" also means you can do **ONLY** assignments you have on your contract.
- 2) **Semester Deadline is December 4, 2000.** Only assignments turned in *on or before* this date will be credited for the semester grade.
- 3) As instructor, I reserve the right to modify the schedule and course content as listed on the following page in the best interests of the objectives of this course and the resources the students bring to it. Also, special guest presenters may alter the content and/or sequence of this Scope and Sequence. I will do my best to inform the class in advance of any changes.

## SCOPE AND SEQUENCE.

Date	Topic	Assignment
8/28 (1)	SMAK. Syllabus.	-----
9/4 (2)	Demographics, Change, & CLAD. Language Planning Orientations. Historical overview of language and education policy making, Part I.	<b>READING CHOICES DUE.</b>
9/11 (3)	Historical overview of language and education policy making, Part I. Language structure and use: The systems and subsystems of language, oral and written discourse. Language change, shift, extinction.	<b>CONTRACTS DUE.</b> Lessow-Hurley, Ch. 2, 10, 11. Hakuta; 1, 7, 8 J. Crawford; 1 – 4.
9/18 (4)	Theories of L1 and L2 language acquisition, Part I.	Lessow-Hurley, Ch. 1,3, 4, 5. Hakuta; 3 & 4 J. Crawford; 5 – 7
9/25 (5)	Snow, Gardner, Vygotsky, Krashen: Learning as a Social and Natural Interaction. School and Community Language and Culture Match. Role of L1 in L2 Learning.	Lessow-Hurley, Ch. 6-8 Hakuta; 5 & 6 J. Crawford; 8 & 9 Leyba , 133 - 163 (Snow).
10/2 (6)	Language Hegemony and Bias. SDAIE/ELD I: Compare and contrast	<b>SOCRATIC SEMINAR FOR FIRST CHOICE READING.</b> Parker & Riley; 7
10/9 (7)	SDAIS: Revista del curso. SDAIE/ELD II: Rubric. BilEd Design I: Sink or Develop? Mandates for an ELL program.	Brown; 2, 3, &5. Leyba; 79 - 130 (A. Crawford). Parker & Riley; 10
10/16 (8)	SDAIE/ELD III: Phases of Language Learning. SDAIS: Sistema de Combustible. BilEd Design II: Lucas, et al and BPD/6-12.	<b>SOCRATIC SEMINAR FOR SECOND CHOICE READING.</b> Brown; 6, 7, & 9. Leyba, pp.165 - 201 (Thonis) Parker & Riley; 11
10/23 (9)	SDAIE/ELD IV. Peer Review. Theories of L1 and L2 language acquisition, Part II BICS/CALP. Lang. Acquisition Theory – Implications for Teachers.	Cary; 4 Chamot & O'Malley; 1 & 2. Faltis & Hudelson; 1. Freeman's Whole Language; Intro., 1 Freeman's Teaching Reading; 1 Peregoy & Boyle; 2
10/30 (10)	BilEd Design III: School Site Reports. SDAIE as per Pergoy & Boyle and Chamot & O'Malley. Scaffolding and Schema-building. Group Work vs. Collaborative Learning.	Cary; 2 Chamot & O'Malley; 3 & 4. Faltis & Hudelson; 2 & 3. Freeman's Whole Language; 2 & 3 Freeman's Teaching Reading; 2 Peregoy & Boyle; 3
11/6 (11)	SDAIE/ELD V. Peer Review. SLA and Oral Language Development. Receptive and Expressive competencies: Listening and Speaking, Reading and Writing.	Cary; 1 Chamot & O'Malley; 5. Faltis & Hudelson; 4. Freeman's Whole Language;3 Freeman's Teaching Reading; 3 & 4 Peregoy & Boyle; 4

11/13 (12)	BiEd Design IV: School Site Reports. Literacy Development: Whole Language and Phonics-based Approaches.	Cary; 3 Chamot & O'Malley; 6 Faltis & Hudelson; 5. Freeman's Whole Language; 5 Freeman's Teaching Reading; 5 Peregoy & Boyle; 5
11/20 (13)	SDAIE/ELD VI. Peer Review. BiEd Design V: School Site Reports. Learning Activities and Instructional Approaches for Writing Development.	<b>"LOCK DATE" FOR ASSIGNMENTS.</b> Cary; 5 Chamot & O'Malley; 7 & 8. Faltis & Hudelson; 6 Freeman's Whole Language;6 Freeman's Teaching Reading; 6 Peregoy & Boyle; 6
11/27 (14)	Review of Graphic Organizers; Use and Applications. Content Reading and Writing.	Cary; 3 Chamot & O'Malley; Subject Specific. Faltis & Hudelson; 7. Freeman's Whole Language;7 Freeman's Teaching Reading; 7 Peregoy & Boyle; 9
12/4 (15)	SMAK. SEI.	<ul style="list-style-type: none"> <li>●FINAL DATE FOR SUBMITTING ASSIGNMENTS.</li> <li>●SOCRATIC SEMINAR FOR THIRD CHOICE READING.</li> </ul>
12/11 (16)	A Medley of Thoughts about Language and Culture. A Celestial Journey. Paradigms and Vision.	-----

The following is an outline of the California CTC's CLAD competencies. Those that are emphasized in this course are highlighted in italic print.

<p>Crosscultural, Language, and Academic Development (CLAD) Competencies</p>
--

<b>TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>TEST 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<i>A. The sound systems of language (phonology)</i>	<i>A. Foundations</i>	<b>A. Definitions of culture</b>
<i>B. Word formation (morphology)</i>	<i>B. Organizational models: What works for whom?</i>	<b>B. Perceptions of culture</b>
<i>C. Syntax</i>	<i>C. Instructional strategies</i>	<i>C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)</i>
<i>D. Word meaning (semantics)</i>	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D. Physical geography and its effects on culture</b>
<i>E. Language in context</i>	<i>A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction</i>	<b>E. Cultural congruence</b>
<i>F. Written discourse</i>	<i>B. Approaches with a focus on English language development</i>	<b>II. Manifestations of Culture: Learning About Students</b>

<i>G. Oral discourse</i>	<i>C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</i>	<i>A. What teachers should learn about their students</i>
<i>H. Nonverbal communication</i>	<i>D. Working with paraprofessionals</i>	<i>B. How teachers can learn about their students</i>
<b>II. Theories and Factors in First- and Second Language Development.</b>	<b>III. Language and Content Area Assessment</b>	<i>C. How teachers can use what they learn about their students (culturally responsive pedagogy)</i>
<i>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy</i>	<i>A. Purpose</i>	<b>III. Cultural Contact</b>
<i>B. Psychological factors affecting first- and second-language development</i>	<i>B. Methods</i>	<i>A. Concepts of cultural contact</i>
<i>C. Socio-cultural factors affecting first- and second-language development</i>	<i>C. State mandates</i>	<i>B. Stages of individual cultural contact</i>
<i>D. Pedagogical factors affecting first- and second-language development</i>	<i>D. Limitations of assessment</i>	<i>C. The dynamics of prejudice</i>
<i>E. Political factors affecting first- and second-language development</i>	<i>E. Technical concepts</i>	<i>D. Strategies for conflict resolution</i>
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		<i>A. Historical perspectives</i>
		<i>B. Demography</i>
		<i>C. Migration and immigration</i>