

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 641   Sociocultural Contexts of Language and Learning   Summer 2007**  
**CRN 30018**  
**Tuesday & Thursdays / 5:30 – 9:45pm**  
**UH 440**

**Professor:**    Annette M. Daoud, Ph.D.  
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**College of Education 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, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

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**COURSE DESCRIPTION**

This course explores the theoretical, empirical, pedagogical and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Topics include the examination of home, community and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. It explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

**Course Objectives**

The purpose of this course is to:

- Explore home, community and school cultures.
- Research issues of bilingualism and multilingualism.
- Understand and develop instructional contexts which relate to literacy and learning.

**This course is a hybrid on-line class. We meet in person five (5) times (6/5; 6/12; 6/19; 6/26; and 6/28). Four (4) classes will take place on-line in WebCT (6/7; 6/14; 6/21 and 7/3).**

**GENERAL CONSIDERATIONS**

**Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the

Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

### **Writing**

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

## COURSE REQUIREMENTS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

### Required Texts

Perez, B. (2004). *Sociocultural Contexts of Language and Literacy*, 2<sup>nd</sup> Edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Selected articles available on WebCT

### Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.) and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79 – below	Failing

## COURSE REQUIREMENTS

- Attendance and Class Participation** **15 points**  
You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing one class session will result in the reduction of your grade.*** Being consistently late and/or leaving class early can also lower your grade.
- Reading Discussion Leader** **20 points**  
Individually in pairs, students will lead a class discussion on one of the required readings. Students should identify 2-3 critical questions from the readings to lead the discussion. Students will either post their questions on WebCT or in person to lead the discussion. This assignment also requires that students participate in the reading discussions. **DUE: On WebCT on in-class throughout the semester**  
***Discussion leader (10 points) Participation in the discussions (10 points)***
- Article Reports** **20 points**  
Students will lead a small group discussion on an article, book chapter, research report, etc. focusing on the sociocultural context of language, language use, and/or learning.

Students can choose the aspects they wish to highlight for the discussion, as well as the format for presenting. (approx. 20 minutes)

**DUE: Session 7 (6/26) and Session 8 (6/28)**

**4. Organizational Framework for a Literature Review 45 points**

Using the annotated bibliographies collected in EDUC 602, and the articles, book chapters, research reports presented in class, you will analyze the resources and identify themes. As themes emerge, you will begin to organize resources you will use in a Literature Review. Students will write a minimum 8-10 page paper focusing on 2-3 of the themes identified, dividing them into sections as you would in a literature review of a MA thesis or project. All papers must be APA-formatted, and resources cited according to APA criteria. A scoring rubric will be developed in class.

**If you are taking this class for an “Add On” Mild/Moderate and Moderate / Severe Education Specialist Credential Candidates without SB 2042 Preliminary Credential or a CLAD Certificate, you are required to focus your literature review on supporting English learners with or without disabilities.**

Using websites, articles, book chapters, research reports (see sample articles, sites, and books provided by the instructor) develop a menu of supports and services that enable English learners with and without disabilities to access the core curriculum in inclusive educational settings. Include in the review a) the use of expertise of specialists and support personnel (e.g., paraprofessionals) and b) school-base structures and organizations that support English learners and student eligible for special education. Students will write a minimum 8-10 page paper focusing on 2-3 of the themes identified, dividing them into sections as you would in a literature review of a MA thesis or project. All papers must be APA-formatted, and resources cited according to APA criteria. A scoring rubric will be developed in class.

**Themes Identified – With Articles and Ideas: DUE Session 5 (6/19) 5 points**

**Draft of One Section: DUE Session 7 (6/26) 5 points**

**FINAL PAPER DUE: Session 10 (7/5) 35 points**

<b>June 5</b>	<b>Session 1: Course Overview / Definition of Terms</b>
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**Face-to-Face Session**

Course Overview

Definition of Terms

Sociocultural Contexts of Learning

Language Diversity

Language Structure

Phonology, Morphology, Semantics, Discourse, Communication

Library Database Searching

**Assignments DUE Session 2:**

Read: Collier – Acquiring a Second Language / Gumperz – Interactional Sociolinguistics  
(articles available on WebCT)

<b>June 7</b>	<b>Session 2: Language, Literacy and Second Language Acquisition</b>
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**WebCT Session**

Discussion of the Readings  
Second Language Acquisition Theories  
What is Language?

**Assignments DUE Session 3:**

Read: Perez – Chapters 1-2 / 3-4

**June 12      Session 3: Language and Literacy Acquisition in Diverse Communities**

**Face-to-Face Session**

Discussion of Readings  
First and Second Language Development  
    Historical, Psychological, Sociocultural, Pedagogical and Political Factors  
English Only / English Plus  
English Learner Data Café

**Assignments DUE Session 4:**

Read: Perez – Chapters 5-6 / 7-8

**June 14      Session 4: Language and Literacy Acquisition in Diverse Communities**

**WebCT Session**

Discussion of the Readings  
Cultural and linguistic backgrounds of English learners in California  
Define “they” at your school. Record the language used to describe “them,” and who used the language (i.e. students, teachers, parents, school personnel, etc.)

**Assignments DUE Session 5:**

Themes Identified with Ideas AND Articles for your Literature Review (5 points)  
Read: Perez – Chapters 9-10  
    Moll – Funds of Knowledge / Olsen – Learning the Language of America (on WebCT)

**June 19      Session 5: Sociocultural Contexts of Language and Learning**

**Face-to-Face Session**

Discussion of the Readings  
Identity and Language

- What do you know about your students' prior content knowledge (in any language) and language proficiency skills (L1 and L2)?
- What do you know about your students' lives, families, communities, cultures, histories that you can incorporate into your pedagogy / curriculum?
- What do you know about your students' learning styles?
- Write a plan for how you will transform your teaching with the knowledge of your students' backgrounds – prior knowledge and cultures.

Language Boundaries in Schools

Group Work – Organizing Themes for your Literature Review

**Assignments DUE Session 6:**

Read: Perez – Chapters 11-12  
    Kohl – Topsy Turvies / Ladson-Billings – I Ain't Writin' Nuttin' (on WebCT)

<b>June 21</b>	<b>Session 6: A Social Justice Framework towards Language Diversity</b>
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**WebCT Session**

Presentation of Articles

The Politics of Language Group Discussion

Analysis and Synthesis of Data (group discussion)

**Assignments DUE Session 7:**

Article Reports

Draft of one section of your Literature Review (5 points)

<b>June 26</b>	<b>Session 7: Critical Analysis of Our Work</b>
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**Face-to-Face Session**

Article Reports

Drafts of One Section of your Literature Review

- In small groups, students will share their drafts for peer feedback of one section of their Literature Review organized from their annotated resources (from EDUC 602), other resources and their ideas into common themes
- Use APA Style Manuals to format writing, citations, and references

**Assignments DUE Session 8:**

Article Reports

Bring a Revised Draft of your Literature Review – anything you have written thus far

<b>June 28</b>	<b>Session 8: Critical Analysis of Our Work</b>
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**Face-to-Face Session**

Article Reports

Continue Analysis and Peer Review of Literature Reviews

Course Evaluations

**Assignments DUE Session 9:**

Read: Diaz-Rico – Critical Roles for Teachers / Fordham – Stalking Culture (on WebCT)

<b>July 3</b>	<b>Session 9: Sociocultural / Social Justice Contexts of Language and Learning</b>
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**WebCT Session**

Reading Discussions

Work in pairs to provide feedback (using the rubric provided) on Literature Reviews on WebCT

**Assignment DUE Session 10:**

Final Assignment / Presentations of Our Work

<b>July 5</b>	<b>Session 10: Final Presentations</b>
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**WebCT Session**

Final Presentations: Organizational Frameworks for a Literature Review

Posted on WebCT along with reflections

**CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 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>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>D.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second- language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and Immigration