

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDML 552, Section 4

Theory and Methods of Bilingual/Multicultural Education
Fall 2001

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Office / Hours: 428 University Hall / Wed. and Thurs. 1:00 p.m. – 3:00 p.m.
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Meeting times/places: Tues. / Fri. 12:00 p.m. – 2:45 a.m./ UH 237

DESCRIPTION

This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on the following topics:

- *bilingual sociolinguistic/sociocultural competence and implications for learning and instruction;
- *application of effective alternative instructional practices;
- *cultural aspects of English learners;
- *effective and appropriate English language development (ELD) techniques;
- *successful bilingual, multilingual education for language minority students.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

OBJECTIVES

Students completing EDML 552 will be able to demonstrate the following:

- Explain the basic terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.
- Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
- Explain the most important goals of bilingual education.
- Explain the theoretical bases upon which bilingual education is founded.
- Explain the interrelationships between bilingual education and English as a second language/English language development goals and methods.
- Explain five models of multicultural education and their resulting implications for curriculum, instruction, and educational policy.
- Explain how the current laws (Prop. 227, etc.) affect the education of English language learners.
- Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. (*adopted by COE Governance Community October, 1997*)

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

The Governance Community of the College of Education adopted the following Attendance Policy on 12/19/97:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

*Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 1 point for each tardy or early departure, and 5 points for each absence, explained or unexplained.

*Students are expected to read course materials prior to class meetings and participate in group and class discussions.

*Students are also expected to dialogue via email with each other and with the instructor on a regular basis. You are expected to be or become proficient with email. All students are expected to have an email account, or establish a (free) student email account. You must email me during the *first week of class* so that I can add you to my email list. Essential and time-sensitive information may be conveyed via email, and you are responsible for obtaining this information.

**Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures should not be considered punitive. Rather, they are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=93+, A-=90-92, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations need to use APA format.

GENERAL CONSIDERATIONS

Outcomes and Standards: This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. 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). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. If there is any question about academic honesty, 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to an equitable education and appropriate accommodations. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of appropriate accommodations for special needs students.

REQUIRED TEXTS

- Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
- Lessow-Hurley, J. (2000). *The foundations of dual language instruction*. New York, NY: Longman.
- Leyba, C. F. (1994). *Schooling and language minority students: A theoretical framework (2nd Edition)*. Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, CSULA
- Walter, T. (1996). *Amazing English*. USA: Addison Wesley.

Course Reader: Info on this will be announced in class.

Recommended/Optional:

- Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4th Edition)*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA
- Perego, S. F. & Owen, F. B. (1997) *Reading, Writing, & Learning in ESL (2nd Edition)*. Longman.

NOTE: All texts/readings MUST be brought to each appropriate class session.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten or wordprocessed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

- A. 1 Case Study (20 points)
- B. 1 Integrated Thematic SDAIE Unit (30 points)
 - 1. Group Presentation of SDAIE Unit (10 points)
- C. Interactive Journal (20 points)
- D. Attendance & Participation (20 points)

A. 1 Case Study (20 points) Due Week 4

In this assignment you will select an ELD student to observe during your fieldwork or student teaching. (If you are currently not working in a bilingual of English language development class you will need to make arrangements to observe one lesson in another class.) As you observe the lesson focus on one student or a group of students and their reactions to the lesson.

*During your observation of the lesson you will take field notes of what is happening during the lesson, with attention to instructional modifications made to accommodate the English Language Learner.

*Discuss the lesson with the student or students to find out their impressions of the lesson.

*Finally, discuss the lesson with the teacher. You will want to ask such questions as: What was the objective/purpose of the lesson? Why did you choose this lesson? What did you (or the students) learn during the lesson? Feel free to ask any additional questions that seem appropriate to the lesson you observe.

*In your writeup, compare and contrast your observations, opinions, and feelings with those of a. the student(s) and b. the teacher. To summarize, your write up will consist of a description of 1. the lesson, 2. your feelings, both positive and otherwise and 3. a comparison of your impressions and those of the student(s) and teacher.

You will work in small groups during class time to assist in the final writeup of your critique. You will make a brief presentation to the class about your case study during week 4.

B. 1 Integrated Thematic SDAIE Unit (30 points) Due Week 8 Group Presentation of SDAIE Unit (10 points) Due Week 8

1 Integrated Thematic SDAIE Unit Plan - Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Some of this assignment will be done in class and thus collaboration is highly encouraged. You will design or adapt a unit of at least three sequential lessons that employ SDAIE methodology. Lesson plans, either a 5 step or "Into, Through and Beyond", should be formulated to meet the needs of English Learners. The final plans should include the following:

1. Describe the students' **grade level(s), language level(s), program placement information.**

2. Identify the **major concepts** that you want children to learn in the unit.
3. Identify the areas of curriculum (**content**) you will use. For example, literature, mathematics, science, etc., and the objectives of the content area, that is, what objectives in the content areas will students have to meet (learn) in order to learn the major concepts.
4. Identify the **language objectives**, that is, what language will the students use to learn the major concepts? State those clearly.
5. Identify the **scaffolding strategies** you have chosen to help students learn the major concepts. Be aware that students must also learn the strategies and be able to make them a part of their learning repertoire. Give **specific reasons** for choosing the scaffolding strategies you are using, that is, how these strategies build scaffolds to learning. Remember that English Only students will usually need only **one** scaffold, whereas English learners may need **more than one scaffold** depending on their schemata and level of language development in both languages. Use content learned in your other courses or your classroom practice to support your **rationale**.
6. Identify what you will do to get students **into the unit (Preparation)**. Next, identify what you will do to get students **through the unit (Practice)**. Include what you will do to assess that students have learned the major concepts (**Evaluation**) and what students will do **beyond** the unit to extend their understanding (**Transfer**).
7. Develop at least three lessons that will teach the critical concepts. What are the objectives of your lessons, and how are those tied into the major concepts and objectives (content as well as language) that you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them.
8. Be sure to include an authentic **assessment** in your unit. How will you assess that ELD students have met the objectives of the unit and the lessons? That is, how will students demonstrate understanding and how will you know they have understood? Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?
9. Include a **resources list**, a bibliography of all materials used, such as books, art prints, CD's, computer software, videos, etc.
10. The unit must also contain a **reflective section**. What have you learned from the development of these lessons? If you have had the opportunity to implement any part of your unit, be sure to include reflections on the implementation as well as student samples, if available.

You may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using.

The following are questions that will help you plan the unit, and also complete the reflective section of the unit:

- ◆ Does each lesson use visuals, manipulatives, realia, drama and scaffolding techniques that would facilitate understanding?
- ◆ Does each lesson take into consideration the varying English proficiencies of language minority students?
- ◆ Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- ◆ Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- ◆ Is the content or subject matter in the lesson challenging and not watered down?
- ◆ How are the parents and community integrated into the unit?
- ◆ How does the lesson try to incorporate the 7 Intelligences and/or multiple modalities?

Group Presentation of SDAIE Unit - Your "unit group" will choose one lesson from your instructional unit to present to the class. For the purpose of this lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that all members have a role during the lesson. You will have approximately one-half hour including time for questions. If any group member has had the opportunity to implement the unit, you may discuss the process and outcomes. Presentations will be done during Week 8.

C. Interactive Journal (20 points) Due Week 7

For this assignment students will need to choose a journal partner in class. You will write weekly reflections to bring to class every Friday. Then, in class, you will respond to your partner's entries. (Absences require an online/makeup interactive response journal session.)

Before each Friday's class session, please write an email journal entry reflecting on the following: These papers will reflect on the past week's class activities and readings, and their application in the classroom (and to your student observations or student teaching, as applicable).

At the beginning of each class, students will respond to the partner's reflections, with two students per week responsible for sharing their interactive journal and beginning a class discussion.

Reflective journals will be turned in during Week 7 and will not be returned. As you reflect on classroom activities, you may want to include artifacts from your student teaching such as samples of student writing, tests, etc.

D. Attendance & Participation (20 points) Attendance; preparedness with readings and assignments; active, engaged discussions and participation in class.

| Date | Topic | Assignment |
|--|--|--|
| Session 1 8/24/01 F | EDML 552 Tentative Course Outline The professor reserves the rights to modify the schedule below when deemed appropriate. TOPIC: Intro & Course Overview Needs Assessment – What do you / Need to know? | |
| Session 2 8/28/01 Tu | TOPIC: Historical overview of BE in the U.S. and International perspectives | <i>Lessow</i> , Ch. 1, “Historical and Inter’l Perspectives” <i>Krashen</i> , Ch. 3, “Bogus Argument #3, The U.S. is the Only Country that Promotes BE” |
| Session 3 8/31/01 F | TOPIC: The Role of Culture in Academic Success | <i>Lessow</i> , Ch. 9, “Culture and Academic Success” <i>Walter</i> , Ch. 1, “Culture and Cultural Diversity” |
| Session 4 9/04/01 Tu | TOPIC: Aspects of Language | <i>Lessow</i> , Ch. 3, “Aspects of Language” |
| Session 5 9/07/01 F <i>*no class meeting – site observations</i> | TOPIC: Federal and Local Policy on Dual Language Instruction | <i>Lessow</i> , Ch. 10, “Legal Foundatns of Dual Language Instruction” <i>Krashen</i> , Ch. 1, “BE is Responsible for the High Hispanic Dropout Rate” |
| Session 6 9/11/01 Tu | TOPIC: What dual language programs exist at your site? | <i>Lessow</i> , Ch. 2, “Dual Language Program Models” <i>*What programs exist at your site?</i> |
| Session 7 9/14/01 F | TOPIC: Principles of Language Acquisition Peer Review Case Study Drafts | <i>Walter</i> , Ch. 2, “Language and Language Acquisition” <i>Lessow</i> , Ch. 4, “Language Development” |
| Session 8 9/18/01 Tu | TOPIC: Academic/Content Area Development Student Presentations: Case Studies | <i>Walter</i> , Ch. 3, “Literacy Developmt” <i>Thonis</i> (in Leyba) on Reading Instruction for Language Minority Students |
| Session 9 9/21/01 F | TOPIC: Cont’d Student Presentations: Case Studies | <i>Lessow</i> , Ch. 7, “Second Language Instruction” <i>Crawford</i> (in Leyba) on L2: Oral Language Development, Core Curriculum & L2 Literacy |
| Session 10 9/25/01 Tu | TOPIC: Cont’d TOPIC: Building Literacy with L1 Instruction | <i>Walter</i> , Ch. 4, “Academic/Content Area Development” <i>Lessow</i> , Ch. 6, “Primary Language Instruction for LEP Students” <i>Snow</i> (in Leyba) on L1 Instruction |
| Session 11 9/28/01 F | TOPIC: Language Assessment | <i>Lessow</i> , Ch. 5, “Language Ability” <i>Walter</i> , Ch. 5, “Assessment and Evaluation” |

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| Session 12 10/02/01 Tu | TOPIC: The Bilingual Education “Debate” | <i>Krashen</i> , Ch. 2, “Bogus Argument #2, Most Immigrants Succeeded without Bilingual Education” <i>Lessow</i> , Ch. 11, “The Politics of Bilingualism” |
| Session 13 10/05/01 F | TOPIC: Public Opinion and Research on Bilingual Education | <i>Krashen</i> , Ch. 4, “Bogus Argument #4, BE Failed in CA” <i>Krashen</i> , Ch. 5, “Bogus Argument #5, Public Opinion is Against BE” |
| Session 14 10/9/01 Tu | TOPIC: Research Outcomes on Bilingual Education | <i>Dolson</i> (in <i>Leyba</i>) on Monitoring Bilingual Program Delivery <i>Krashen</i> , Ch. 6, “A Note on Greene’s ‘A Meta-Analysis of the Effectiveness of BE’ ” |
| Session 15 10/12/01 F | TOPIC: Group presentations Group presentations & connections to course. | |
| Session 16 12/16/01 Tu | TOPIC: Group presentations Group presentations & connections to course. | |
| | Closure & Wrap up What have we learned? Where do we go from here? | |

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

| PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3: CULTURE AND CULTURAL DIVERSITY |
|--|---|---|
| I. Language Structure and Use: Universals and Differences (including the structure of English) | I. Theories and Methods of Bilingual Education | I. Culture |
| A. The sound systems of language (phonology) | A. Foundations | A. Definitions of culture |
| B. Word formation (morphology) | B. Organizational models: What works for whom? | B. Perceptions of culture |
| C. Syntax | C. Instructional strategies | C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures) |
| D. Word meaning (semantics) | II. Theories and Methods for Instruction In and Through English | D. Physical geography and its effects on culture |
| E. Language in context | A. Teacher delivery for both English language development and content instruction | E. Cultural congruence |
| F. Written discourse | B. Approaches with a focus on English language development | II. Manifestations of Culture: Learning About Students |
| G. Oral discourse | C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | A. What teachers should learn about their students |
| H. Nonverbal communication | D. Working with paraprofessionals | B. How teachers can learn about their students |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | |
| B. Psychological factors affecting first- and second-language development | B. Methods | A. Concepts of cultural contact |
| C. Socio-cultural factors affecting first- and second-language development | C. State mandates | B. Stages of individual cultural contact |
| D. Pedagogical factors affecting first- and second-language development | D. Limitations of assessment | C. The dynamics of prejudice |
| E. Political factors affecting first- and second-language development | E. Technical concepts | D. Strategies for conflict resolution |

EDML 552 stresses competencies highlighted in bold.