

CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDML 554

PEDAGOGY IN THE PRIMARY LANGUAGE

Spring, 2001

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OFFICE HOURS: Wednesdays, 4:30 p.m. - 5:30 p.m. and by appointment

CLASS MEETING TIME/PLACE: Tuesdays, 7:30 p.m. to 9:15 p.m., UH 440

COURSE DESCRIPTION: This course will provide an intensive overview of primary language materials, assessment, and the teaching of reading (and writing) in the primary language, as well as L1 curricula and instruction in math, science, social studies and science. Students will develop the proper background knowledge, theory, and pedagogy in primary language curricula and instruction for Spanish speaking children. Additionally, the course focuses on Latino culture and issues surrounding the language of emphasis.

REQUIRED TEXTS:

Condon, J. C. (1994). *Buenos vecinos*. Yarmouth, ME: Intercultural Press.

Poey, D. and Suarez, V. (1992). *Iguana dreams*. New York, NY: Harper Collins.

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*)

Attendance Policy. The Governance Community of the College of Education adopted the following 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.

Course requirements: 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. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows:

1. Missing more than 1 class meeting will result in the reduction of one letter grade. (1 absence = A; 2 absences = B; 3 absences = C)

2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Assignments

- Into, through and beyond 35 points
- Lesson presentation 50 points
- Attendance and participation 15 points

Grading Scale:

A=93-100	B+=87-89	C+=77-79	D+=68-69	F=below 64
A-=90-92	B=83-86	C=73-76	D=66-67	
	B-=80-82	C-=70-72	D-=64-65	

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, 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 projects and processes. 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 equitable educational consideration and appropriate accommodation. 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 need. 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 reasonable accommodation for special needs students.

ASSIGNMENTS:

1. *Into, through and beyond..* In this assignment you will select one of the stories from *Iguana dreams* to use to demonstrate strategies that take us into, through and beyond a piece of literature. Collaboration is encouraged. Your group will give a 15-minute presentation about your story/author. These presentations will begin on the third week of class. **Your presentation should be in Spanish.** The rest of the class is responsible for coming to class prepared by reading the selections chosen for presentation.

2. *Lesson presentation* . For this assignment you will be assigned a curricular area in which you will develop and present a lesson to the class. Topic assignments will be made the first day of class. This lesson will use materials in Spanish and **will be presented in Spanish.**

3. *Attendance and participation*. Since the class only meets for 15 hours it is imperative that students attend all class sessions. It is your responsibility to read the selections for each nights into, through and beyond.

COURSE OUTLINE: Readings are expected to be done prior to class meeting.

DATE	TOPIC	ASSIGNMENT
2/6	Introduction/course overview; questions from last semester; review of into, through and beyond	
2/13	Content delivery in bilingual classrooms; Assessment: L1 and L2; assessment and bilingual methods; sign up for presentations	Condon, 1 st third of book
2/20	Reading/writing in the primary language: Transfer from L1 to L2, techniques and methods; Writing across the curriculum; <i>Presentations</i>	Castaneda, in class
2/27	"Viva la Raza;" <i>Presentations</i>	Condon, 2 nd third of book
3/6	Cultural aspects of language; <i>Presentations</i>	Condon, last third of book;
3/13	Discuss readings; Culture and literacy; <i>Presentations</i> ; Developing proficiency in reading and writing/literacy in the content areas.	Crawford, in class.
3/20	Working session	
3/27	<i>Presentations</i> ; Recap and evaluations	