

EDSS. 555;

THEORY & METHODS
OF
BILINGUAL EDUCATION

UNIV. 440. THURSDAYS AT 5:30.

SPRING, 2001

COURSE SYLLABUS

INSTRUCTOR; MIKE CROGHAN

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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 SERVICES. 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:

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 first and second language acquisition theory and methods and their implications for learning and instruction in high schools. Participants will learn how language is acquired and developed, the relationships between 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.

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 of an absence ahead of time, 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 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 provided by the College of Education.

Attendance is tallied and tracked from 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: As a rule, a part of every class session will be based on the assigned reading for that class. You are expected to come to class meetings prepared with notes or whatever else you use to direct your attention and remind you of highlights about the reading. Class plans and activities will be premised on your having done the reading and having some notes. Occasionally, I will ask you to do a Quick Write based on the readings.

Quick Writes: From time to time, a Quick Write might be assigned in class or for homework. These writings will 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 bring 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 QW points so if you do miss one or 2, it will probably have not affect on your overall total for QW points.

Interdisciplinary SDAIE Lesson Plans (20 points): In other courses, you have developed multidisciplinary and/or integrated thematic units. You may elect to use those units to develop 3 daily lesson plans and infuse elements and strands of Specially Designed Academic Instruction in English (SDAIE) that you will learn in this course. You are to submit 3 "SDAIE'ed" daily lesson plans from different points in the semester curriculum. If you submit a draft of your plans to a peer review **and** have the SDAIE elements and strands clearly demarcated in your work, **and** your plans clearly show lesson plan features that we discuss and present in class, **and** you submit your plans to me as per the instructions you will get on a handout (see next sentence), you will automatically receive the 20 points for this assignment. You need to submit to me your final polished plans, the rubric sheets given to you during the peer review, and a rubric sheet that you fill out yourself.

Bilingual Program Design (20 points): In consort with the team of at your school or from class, you are to research a program that serves English language learners. You will need to talk to teachers, administrators, paraprofessionals, and students about the program at your school. Prepare with your group a presentation to class. The presentation should include overhead or other support and handouts for the class. 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 declared. 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 4 requirements as 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 absent the day the assignment is due, you need to make arrangements to get the assignment submitted or simply count that assignment as your one late assignment. In short, there are no "excused" late assignments. **Another point; only assignments turned in 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)**. Assignments turned in after 5/3 – **the "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.
- 4) 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.

<u>ASSIGNMENT/OPTION</u>	<u>A TRACK</u>	<u>B TRACK</u>
REQUIRED ASSIGNMENTS: Attendance SDAIE'ed Lesson Plans (20 points) Bilingual Program Design (20 points) Quick Writes	80%(min.) 15 15 90%	70%(min.) 12 12 80%
BORDER CROSSINGS: Community Action (10) Community Tour (10) Cultural Event (10) Ethnographic Interview (15) Home Visit (15) Listening Immersion/Think Aloud (15) Other (TBA)	12	10
PROFESSIONAL GROWTHS: Guest Presenter (10) IMC, Other Learning Resource Visit. (20) 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
WRITTEN ASSIGNMENTS: 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 May 3. This means that assignments turned in on or after this date are locked. You will not get them back for revisions to earn more points. The "Lock Date" also means you can do ONLY assignments you have on your contract.
- 2)** Only assignments submitted on or before **May 17, 1999** 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
2/8 (1)	Course overview and orientation. Syllabus. SMAK.	-----
2/15 (2)	Historical Overview of Language Plans. (Title VII and Lau). Language Planning Orientations.	Reading Choices Due.
2/22 (3)	Language structure and use. Language change, shift, extinction.	Contracts Due. Lessow-Hurley, Ch. 2, 10, 11. Hakuta; 1, 7, 8 J. Crawford; 1 - 4
3/1 (4)	Theories of L1 and L2 language acquisition.	Lessow-Hurley, Ch. 1,3, 4, 5. Hakuta; 3 & 4 J. Crawford; 5 - 7
3/8 (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, 7. Hakuta; 5 & 6 J. Crawford; 8 & 9 Leyba , 133 - 163 (Snow).
3/15 (6)	Language Hegemony and Bias. SDAIE/ELD I: Compare and contrast.	Socratic Seminar for First Choice Reading. Parker & Riley; 7
3/22 (7)	SDAIE/ELD II: Rubric. BiEd Design I: Sink or Develop? Mandates for an ELL program.	Brown; 2, 3, &5. Leyba; 79 - 130 (A. Crawford). Parker & Riley; 10
3/29 (8)	SDAIE/ELD III: Rubric. BiEd Design II: School site protocols.	Brown; 6, 7, & 9. Leyba, pp.165 - 201 (Thonis) Parker & Riley; 11
4/12 (9)	SDAIE/ELD IV: Phases of Language Learning. SDAIS: Sistema de Combustible. BiEd Design III: Lucas, et al and BPD/6-12.	Chamot & O'Malley; 1 & 2. Faltis & Hudelson; 1. Freeman's Whole Language; Intro., 1 Freeman's Teaching Reading; 1 Peregoy & Boyle; 2
4/19 (10)	SDAIE/ELD V. Peer Review.	Chamot & O'Malley; 3 & 4. Faltis & Hudelson; 2 & 3. Freeman's Whole Language; 2 & 3 Freeman's Teaching Reading; 2 Peregoy & Boyle; 3
4/26 (11)	BiEd Design IV: School Site Reports.	Chamot & O'Malley; 5. Faltis & Hudelson; 4. Freeman's Whole Language;3 Freeman's Teaching Reading; 3 & 4 Peregoy & Boyle; 4
5/3 (12)	SDAIE/ELD VI. Peer Review.	Chamot & O'Malley; 6 Faltis & Hudelson; 5. Freeman's Whole Language; 5 Freeman's Teaching Reading; 5 Peregoy & Boyle; 5
5/10 (13)	Field Seminar. BiEd Design IV: School Site Reports.	Chamot & O'Malley; 7 & 8. Faltis & Hudelson; 6 Freeman's Whole Language;6 Freeman's Teaching Reading; 6 Peregoy & Boyle; 6
5/17 (14)	Field Seminar. BiEd Design V: School Site Reports.	Chamot & O'Malley; Subject Specific. Faltis & Hudelson; 7. Freeman's Whole Language;7 Freeman's Teaching Reading; 7 Peregoy & Boyle; 9
5/24 (15)	SEIs SMAK Field Seminar.	Socratic Seminar for Second Choice Reading.
5/31 (16)	A Celestial Journey. Paradigms and Vision.	

