

CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDUC 641

Multiple Languages, Literacy and Learning

Spring 2001

INSTRUCTORS: Sharon H. Ulanoff, Ph.D.
OFFICE: University Hall 425
TELEPHONE: 750-4289
E-MAIL: sulanoff@mailhost1.csusm.edu
FAX: 310-390-5512
OFFICE HOURS: Wednesdays, 4:30-5:30 p.m. and by appointment

CLASS MEETING TIME/PLACE: Thursdays, 4:30-7:15, ACD 404

COURSE DESCRIPTION: This course explores the theoretical, empirical, pedagogical and sociocultural issues inherent in classes where multiple languages and cultures exist. It examines the sociocultural context of such classrooms including the effects of culture and home background, community culture, school culture, as well as issues of bilingualism and multiple language instructional contexts, specifically as these contexts relate to literacy and learning. It further explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for those students, both first and second language learners, and the implications of such instruction.

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.

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:

- Missing more than 2 class meetings will result in the reduction of one letter grade.
- Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
- 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.

REQUIRED TEXTS:

De la Luz Reyes, M. (2001). *The best for our children: Critical perspectives on literacy for Latino students*. New York, NY: Teachers College Press.

Freedman, S. W., Simons, E. R., Kalnin, J. S., Casareno, A. and The M-CLASS teams. (1999). *Inside city schools: Investigating literacy in multicultural classrooms*. New York, NY: Teachers College Press.

González, R. D. and Melis, I. (2000). *Language ideologies: Critical perspectives on the official English movement*. Mahwah, NJ: Erlbaum.

COURSE REQUIREMENTS: All students are expected to attend every class session unless otherwise arranged. Students are further expected to be prepared for class and to participate accordingly. Reading should be completed before the class meeting. **All assignments must be handed in by the due date.** Assignments must be typed and double spaced.

GRADING (plus or minus grades at the discretion of the instructor):

A = 100-90

B = 89-80

C = 79-70

ASSIGNMENTS:

- What is language? 20 points
- Biliteracy case studies 60 points
- Weekly reader response discussions/class participation 20 points

What is language? For this assignment you will attempt to define language both on a theoretical and a personal level. This is an opportunity for you to wax poetic about your personal feelings, but also to synthesize and discuss some of the readings that relate to language and literacy. Please attempt to answer the following questions:

- How would you define language?
- Can you define language out of context?
- How is language affected by the social context?
- What kinds of contexts affect language?
- What is a language variety?
- What is a dialect?
- How does a particular language's prestige affect its learning and usage?
- What is the relationship between language and self-esteem? And finally....
- Is there language without thought (now that is a trick question)?

Feel free to be more specific and cite from the readings or other articles/books you have read. This assignment is due **March 14, 2001**.

Biliteracy case studies. For this assignment you will do a series of 4 case studies related to the language learning of one student in your classroom or a colleague's classroom (it might be easier to do this in another classroom, especially if you teach primary grades). These case studies will involve examining the student as s/he learns in her/his primary language, learns to read and write and learns in her/his second language. They will all involve interviews and observation of this particular student. There will be three individual case studies and a final "holistic case study" where you synthesize the information and write a description of the student as a language learner.

Primary language case study. For this case study you will interview your student regarding her/his primary language acquisition and then observe her/him as s/he participates in primary language instruction. Before you interview your student, write a brief paragraph describing your assumptions/thoughts regarding the student's primary language use and proficiency. Interview questions might include:

- How did you learn to speak in Spanish (or other language)? Who taught you?

- What language does everyone speak at home?
- What is good about speaking Spanish? What makes you say that?
- What can you do because you can speak Spanish?
- Who do you like to speak Spanish to?
- Do you like to speak Spanish in class?
- Do you talk a lot in class?
- Is it easy to speak Spanish? When did you start?
- Are you a good Spanish speaker? What makes you say that?
- What other languages do you speak?

If the child is older (third grade or above) you might want to let them write about learning their primary language. If you are working with very young children, you might want to use a sort of “focus group” of students to answer your questions, but only focus on your case study student when you write your paper. After you have interviewed your student observe her/him during a primary language lesson. Then use a match/mismatch grid to see if your observations support the student answers. Use whatever categories are appropriate on the left side and compare/contrast the three data sets. When you are done write an analysis of your student as a primary language speaker. Be sure to give an introduction to your student at the beginning and use citations where appropriate. Your write up of this assignment should be approximately 5-8 pages long. This assignment is due **October 28, 1998.**

	Your Impressions	Observations	Interview
Proficient speaker			
Participates in class			
Takes pride in L1			

Literacy case study. In this assignment you will interview your student regarding literacy (I will pass out the literacy questionnaire on 9/23). Feel free to ask other questions than those included in the questionnaire. Before your interview them write your own assumptions/feelings about the student. Then observe the student during literacy instructions, taking notes so that you can once again use the match/mismatch grid to summarize your three data sets. Then write a final analysis of your student as a reader and writer including citations where appropriate. This time you do not need to include an introduction of your student. This assignment is due **March 28, 2001**

Second language case study. For this assignment you will interview and observe your student in relation to second language acquisition. Once again, write your own assumptions/feelings regarding the student as a second language learner. Then interview them using the following questions:

- How did you learn to speak in English? Who taught you?
- What is good about speaking English? What makes you say that?
- What can you do because you can speak English?
- Who do you like to speak English to?
- Do you like to speak English in class?
- Do you talk a lot in class?
- Is it easy to speak English? When did you start?
- Are you a good English speaker? What makes you say that?

Again, feel free to include other questions that are relevant to your particular student. Use a match/mismatch grid to compare/contrast your data sets and then write your analysis including citations where necessary. You do not need to introduce the student for this case study. This assignment is due **May 2, 2001.**

Holistic case study. For this case assignment you will compile you three case studies to one holistic description of your case study student. Your case study should include the following sections:

1. Introduction to the student, background.
2. L1 case study
3. Literacy case study
4. L2 case study
5. Holistic analysis of the case study student: Who is s/he as a language learner. Be sure to include citations as necessary.
6. Conclusions and implications for practice.

Be sure to include your observation and interview notes as well as your assumption/feelings descriptions in the appendix. This assignment is due **May 23, 2001**.

Reader response presentations. For this assignment you will respond in class to the weekly readings in a variety of ways. Some weeks there will be quickwrites a point of departure for discussion; other weeks there will only be extensive discussion. While you will not be graded on any individual quickwrite or discussion, all are expected to participate accordingly so that we can have a lively and challenging discussion.

TENTATIVE COURSE OUTLINE: Readings are to be done prior to class meeting unless otherwise indicated.

Date	Topic	Assignments
2/7	Introduction/Course Overview - The nature of language: What is language and how is it learned?	Skutnabb-Kangass, in class
2/14	The Role of Culture in Language and Literacy;	Reyes, Ch. 1 & 2
2/21	Differences between first and second language acquisition; developing literacy in more than one language.	Freedman, Ch. 3; González, Ch. 5
2/28	What is biliteracy? Attitudes toward bilingualism and multilingualism: Why learn a second language?	Gonzalez, Ch. 1, & 2; Reyes, Ch. 5; Dworin, in class
3/7	Examining the home cultures of ethnolinguistically diverse students: (what do children bring with them to the classroom? how do multiple perspectives impact the class climate? building on background knowledge.)	Moll et al. , in class; González, Ch. 4;; Reyes, Ch. 4
3/14	Language differences and variations; Language and identity	González, Ch. 6 & 10; Freedman, Ch. 6; Reyes Ch. 13 What is language?
3/21	Linguistic genocide	Skutnabb-Kangass; Diaz-Greenberg, to be handed out
3/28	Examining the school culture; language and culture in a social context.	Freedman, Ch. 5 & 11; Reyes, 8; L1 case study
4/4	Spring Break, no class!	
4/11	Working session on case study	
4/18	Biliteracy and politics	Reyes 3, 6 & 7; González, Ch. 3 Literacy case study
4/25	Literacy development in context; literacy as a social activity; writing in multiple language contexts	Reyes, Ch. 9 & 10; Gonzalez, Ch. 7
5/2	Examining bilingualism/multilingualism; developing biliteracy; listening/hearing student voice.	Freedman, Ch. 5 & 11; L2 case study
5/9	The role of multiple lang. contexts in literacy development; lang. and literacy learning in multiple lang. contexts.	Reyes, Ch. 9 & 10; González, Ch. 7
5/16	Impact of multiple language settings on curriculum design and implementation; designing curriculum for diverse classroom settings.	González, Ch. 10 & 13; Freedman, Ch. 8
5/23	Impact of multiple language settings on the sociocultural context of the classroom: implications for L1 & L2 learners.	Reyes, Ch. 11 & 12; González, Ch. 12; Holistic case study
5/30	Defining literacy from multiple perspectives; examining the implications for literacy learning; The role of assessment; Recap and evaluations	Reyes, Ch. 14; Freedman, Ch. 4