California State University San MarcosCalifornia State University San Marcos

College of Education

EDML E563- 1st and 2nd Lang Acq Theory

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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)

Course Description

This course addresses the needs of middle school teachers faced with the growing

diversity that exists in today’s classrooms. As such it will focus on bilingual

sociolinguistic/sociocultural competence and implications for learning and

instruction, application of effective alternative instructional practices,

cultural aspects of English learners, as well as effective and appropriate

English language development (ELD) techniques and successful bilingual,

multilingual education for language minority students.

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the

CTC standards for Multiple Subjects Credential. Please be sure to incorporate

artifacts from this class into your final comprehensive portfolio. The

following standards are addressed in this class:

Standard 3: Relationship between Theory and Practice

Standard 4: Pedagogical Thought and Reflective Practice

Standard 5: Equity, Diversity, and Access to the Core Curriculum

Standard 7.a.b: Preparation to Teach Reading-Language Arts

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Standard 11.c : Preparation to use Educational Ideas and Research

Standard 13: Preparation to Teach English Learners

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects

Credential to develop the skills, knowledge, and attitudes necessary to assist

schools and district in implementing effective programs for all students. The

successful candidate will be able to merge theory and practice in order to

realize a comprehensive and extensive educational program for all students. The

following TPE’s are addressed in this course:

Primary Emphasis

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 4: Making Content Accessible

TPE 5: Student engagement

TPE 7: Teaching English Learners

Secondary Emphasis:

TPE 3: Interpretation and Use of Assessments

TPE 6: Developmentally Appropriate Teaching Practices

TPE 11: Social Environment

TPE 14: Educational Technology

TPE 15: Social Justice and Equity

Required Texts

Crawford, J. (1999). Bilingual education: History, politics, theory and

practice (4th Edition). Los Angeles, CA: Evaluation, Dissemination and

Assessment Center, CSULA

Peregoy, S. F. & Owen, F. B. (1997) Reading, Writing, & Learning in ESL (2nd

Edition). Longman.

Uhl Chamot, A., & O’Malley, J. M. (1994). The CALLA Handbook. Reading, MA:

Addison-Wesley.

Walter, Teresa (1996). Amazing English. Addison-Wesley Publishing Company.

Course Objectives

1) Explain the basic terms, philosophies, problems, issues, history, and

practices related to the education of language minority persons in California

and the US.

2) Demonstrate understanding of the most important goals of

bilingual/multicultural education.

3) Explain the theoretical framework upon which bilingual education is

founded.

4) Demonstrate understanding of existing student identification, assessment,

and language redesignation requirements for the state of California.

5) Explain the connections between bilingual education, English as a second

language, and SDAIE methodologies.

6) Demonstrate understanding of the five models of multicultural education

and their implications for curriculum, instruction, and educational policy.

7) Explain the meaning of culture, differentiated index, and the necessity

for cultural convergence in schools.

8) Use confluent education techniques to develop understand of each

individual student, create a more just and humane learning environment, and help

students in their growth and development as human beings.

Course Requirements

All students are expected to participate in class activities and demonstrate

reflective learning. It is important that students are well prepared for course

sessions by completing the readings and assignments scheduled before the class

meeting. Unless otherwise negotiated with the instructor, all assignments are

to be handed in on the due date. Assignments not handed-in on due date will

lose 10% of earned credit per day. Assignments should be typed and

double-spaced (yes, including the class journal).

· Attendance and participation 30

points

· Interactive Journal

 30 points

· SDAIE Unit Plan

 30 points

· SDAIE Presentation

10 points

· Multicultural literature mini-book activity 30 points

· Lesson Observation

20 points

Grading

140 – 150 = A; 120 – 124 = B-

135 – 139 = A-; 115 - 119 = C+

130 - 134 = B+; 110 - 114 = C

125 – 129 = B; 105 - 109 = C-

Attendance Policy

Due to the dynamic and interactive nature of EDML 552, all students are expected

to attend all classes and participate in all class activities. For every day of

absence, students will lose 5 % of their total points. Attendance will be taken

during the first 5 minutes of class. Three tardiness or “early exits” will be

the equivalence of an absence. A passing grade will not be issued for students

who do not attend 80% or more. Should the student have extenuating

circumstances, s/he should contact the instructor as soon as possible.

ASSIGNMENT DESCRIPTIONS

Interactive Journal (30 points) Due May 8, 2004

A daily class journal will be maintained for each class session (a.m. and p.m.)

that needs to include the following:

· A written summary and/or description of the topics discussed in class

that reflects understanding of the key concepts. Both comments from professor

and other students must be reflected in the journal.

· Meta-reflections and/or analysis of key concepts, particularly in

terms of the connections that can be made between class discussions and teaching

English language learners, with specific examples from student teaching

experiences, school observations, or other personal experiences in diverse

settings. It is critical that direct connections are made with teaching

experiences in the form of anecdotes, case studies, or narratives.

The class journal will be graded according to its comprehensiveness, insightful

connections, and “deep understanding” of the issues. The class journal should

address instructional concerns, school structures, teaching strategies, and

school environments related to social justice and equity in diverse settings.

SDAIE Unit Adaptation (30 points) – Critical Assessment Task (CATs) Presentation

and Unit Due April 24, 2004

Applying the SDAIE criteria discussed, include SDAIE activities into an

integrated comprehensive unit of study.

· Does the lesson use visuals, manipulatives, realia, drama, or other

techniques that would facilitate understanding?

· Does the 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 language and culture of language

minority students?

· Is the curriculum reflected in the lesson challenging and not

watered-down?

· Does the lesson include the 7-Intelligences and/or multiple

modalities?

· Are the community/parents of English learners included in the unit of

study?

You may work in a group of 2-4 students. Unit has already been completed before

Winter Break 2002. If you have any questions, please attend office hours or

schedule a meeting.

SDAIE Presentation: (10 points) – Critical Assessment Task (CATs) Due April 24,

2004

Present a SDAIE component of your Unit Plan to the class. Each group will have

20 minutes to present a SDAIE portion of their Unit Plan..

Multicultural Literature Mini-Book Activity (30 points) – Critical Assessment

Task (CATs) Due March 13, 2004

With another person, you will have the opportunity to develop a multicultural

literacy unit that will address appropriate literature selections reflecting

multicultural perspectives for students in grades K-2, 3-6, or 7-12. Choose six

powerful children’s multicultural selections that should be the center of the

curriculum for different times throughout the year. This plan should include an

outline of how the multicultural books will be used throughout the year and a

justification (explanation) of the selections made. At least three of the books

must be bilingual (English and another language) with a brief discussion of how

“primary language support” will be incorporated into the literacy unit. Write

one detailed reading and writing lesson plan that will clearly delineate how

every child will be successful by providing universal access to diverse students

(e.g., gifted, English learners, special needs, non-readers, poor).

The format of the multicultural literature mini book activity should include:

 Focus of the unit and brief summary of each book

 Grade level this unit is appropriate for

 Outline/plan of how the books will be used throughout the year.

 Reading and writing lesson plan that will identify standards being covered.

 Identify Assessment strategies: how you will determine they learned what you

 intended (how you will assess them).

 Primary language support component of the unit plan

Poster Sessions (20 minutes each)

Tables will be set up to provide space for half the groups to present/display

their Multicultural Literature Selection. Other class members will walk around

and listen to the discussions on the different books selected.

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography

of children’s literature and multicultural books that could be a great resource

for you (http://www.csusm.edu/Quiocho).

SCORING RUBRICS

SDAIE Unit Plan/Presentation – Scoring Rubric

 CriteriaDeveloping

 Nearly

 Meets

 MeetsExceeds

 TPE 1-

 Specific pedagogical

 skills for subject

 matter instruction

 Candidates use very traditional and limited (e.g., lecture only)

 pedagogical skills for subject matter instruction that prevent

 understanding of information to English learnersCandidates use some

 specific pedagogical skills for subject matter instruction, but many

 English learners do not have access to the content.Candidates use a

 variety of specific pedagogical skills for subject matter instruction to

 English learners.The specific pedagogical skills for subject matter

 instruction will incorporate the level of proficiency in English and the

 primary language.

 TPE 3-

 Interpretation

 and use of

 assessments

 Candidates understand and use primarily traditional assessments

 strategies with English learners.Candidates understand and use some

 informal and formal assessments to determine progress and plan instruction

 for English learners.Candidates understand and use a variety of informal

 and formal assessments to determine progress and plan instruction for

 English learners.Assessments will also incorporate English learners’

 levels of proficiency in English and the primary language to develop and

 modify instruction accordingly.

 TPE-4

 Making content

 accessible

 Candidates use mostly traditional instructional practices that do not

 provide English learners access to content.Candidates use some

 instructional practices, but few English learners have access to

 content.Candidates use a variety of instructional practices to make

 content accessible to English learners.All students have access to

 content, including non-readers and students with varying levels of English

 proficiency.

 TPE-5

 Student EngagementCandidates are mostly concerned about covering content

 to English-only speakers, makes little effort to communicate objectives to

 EL, understanding is unlikely, instruction does not consider student level

 of English proficiency and primary language Candidates of English learners

 communicate some objectives clearly, understanding is partial, progress is

 undetermined, instruction is sometimes adjusted, and community resources

 are untapped.Candidates of English learners clearly communicate

 objectives, ensure understanding, monitors progress, adjust instruction

 according to level of English proficiency and primary language, and use

 community resources.. All students are engaged in the academic program,

 know objectives of lessons, understand key concepts, are aware of their

 progress, and their home language and culture are part of the classroom

 environment.

 TPE-7

 Teaching English

 learners

 Candidates know and can apply few of the pedagogical theories,

 principles, and instructional practices for English learners. English

 learners do not comprehend key academic concepts and ideas.Candidates

 know many pedagogical theories, principles, and instructional practices

 for English learners, but cannot apply them in a comprehensive

 manner.Candidates know and can apply pedagogical theories, principles, and

 instructional practices for comprehensive instruction of English

 learners.Candidates know and can apply pedagogical theories, principles,

 and instructional practices for comprehensive instruction of ALL English

 learners.

Teacher Performance Expectations

Lesson Observation – Scoring Rubric

 CriteriaDeveloping

 Nearly

 Meets

 MeetsExceeds

 TPE 4-

 Making

 Content Accessible

 Teacher candidate is unable to determine if lesson observed is consistent

 with pedagogical theories, principles, and instructional practices for

 making content accessible to English learners.Candidates can partially

 determine if lesson observed is consistent with pedagogical theories,

 principles, and instructional practices for making content accessible to

 English learners.Candidates are able to determine if lesson observed makes

 content accessible to students with different levels of proficiency in

 English and primary language.Candidates can apply pedagogical theories,

 principles, and instructional practices for making content accessible to

 all English learners by offering appropriate suggestions.

 TPE 5-

 Student

 Engagement

 Candidates of English learners are unaware if lesson observed engages

 students or is appropriate for the levels of English proficiency and

 primary language.Candidates of English learners are not always certain if

 lesson observed clearly communicates objectives, ensures understanding,

 monitors progress, adjusts instruction according to levels of English

 proficiency and primary language, and incorporates community resources

 appropriately.Candidates of English learners are able to determine if

 lesson observed clearly communicates objectives, ensures understanding,

 monitors progress, adjusts instruction according to levels of English

 proficiency and primary language, and incorporates community resources

 appropriately.Teachers candidates can confirm that the lesson observed

 engages ALL English learners in the academic program; and students know

 objectives, understand key concepts, are aware of their progress, and

 their home language and culture are part of the classroom environment.

Multicultural Literacy Unit – Scoring Rubric

 CriteriaDeveloping

 Nearly

 Meets

 MeetsExceeds

 TPE 4-Making

 Content Accessible

 Candidates use mostly traditional instructional practices that deny

 access to the content to non-readers and English learners. Candidates use

 some instructional practices to make multicultural literature books

 accessible, but few non-readers and English learners have access to

 content.Candidates use a variety of instructional practices to make

 multicultural literature selections accessible to diverse students. All

 students have access to the content of multicultural literature books,

 including non-readers and students with varying levels of English

 proficiency

 TPE-7

 Teaching English

 LearnersMulticultural literature books are not authentic, do not reflect

 the diversity in schools, and the primary language of students is not

 considered. Candidates select some authentic multicultural books, primary

 language is not included or not well translated, reading and writing

 activities are inappropriate for levels of proficiency in English and

 primary language, and assessments are non-existent or

 inappropriate.Candidates select authentic multicultural literature books

 that reflect diversity of the classroom, to include the primary language

 of English learners, develop reading and writing instructional activities

 appropriate for levels of proficiency in English and primary language, and

 create relevant assessments.Teaching candidates include justification for

 the selection and purpose of each book, taking into account the varying

 learning and social needs of individual students or groups in their own

 classroom. Writing and reading activities meet the academic and social

 needs of all students.

Interactive Journal – Scoring Rubric

 CriteriaDeveloping

 Nearly

 Meets

 MeetsExceeds

 TPE 4-

 Making

 Content Accessible

 Although there is some understanding of theory and practice, candidates

 are unable to demonstrate in their written reflections access to content

 for Els.Candidates apply some theories and practice in writing that likely

 will provide access to content for ELs.Candidates apply theories and

 practice to demonstrate how Els will have access to content as they

 reflect in writing on the major ideas, concepts, and topics discussed in

 class and readings.Candidates application of theory and practice

 demonstrate in the reflective writing access to content for all students

 TPE-7

 Teaching English

 Learners

 Candidates demonstrate in their interactive journals that they know and

 can apply few pedagogical theories, principles, and instructional

 practices for comprehensive instruction of EnglishCandidates demonstrate

 in their interactive journals that they know and can apply some

 pedagogical theories, principles, and instructional practices for

 comprehensive instruction of English learners.Candidates demonstrate in

 their interactive journals that they know and can apply pedagogical

 theories, principles, and instructional practices for comprehensive

 instruction of English learners.Candidates demonstrate in their

 interactive journals that they know and can apply pedagogical theories,

 principles, and instructional practices for comprehensive instruction of

 ALL English learners.

Tentative Schedule for EDML 555

 Date Topic Assignment

 1/23

 (1) Re/Connections; Course overview and orientation; review demographics

 Please click on the following link, literacy. Open the "Literacy" folder

 and as possible resourcesPeter Senge – suspending assumptions

 English Immigrant Language Learners: Cultural Accommodation and Family

 LiteracyRichard Durán

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 (2) Historical Overview of Language Plans; Title VII and Lau); Crawford

 Chapt. 1&2 pp 20-61

 (3) Language Planning Orientations.

 Language structure and use: The systems and subsystems of language, oral

 and written discourse; Language change, shift, extinction. Crawford pp

 264-69 Appendix A

 Crawford pp. 158 -224 Chapts 8-11

 Walter pp. 18-24

 2/27

 (4) Multicultural Curriculum, Instruction, Classroom Management

 Review theories of L1 and L2 language acquisition Click here for English

 Language Development Standards

 Grant & Gomez, ch. 3, 4 (by professor)

 Peregoy Chapt. 1&2

 (5) Vygotsky, Krashen: Learning as a Social and Natural Interaction;

 School and Community Language and Culture Match; Role of L1 in L2

 Learning. Crawford pp. 102-157

 Crawford 225-263

 Feb 28,2004

 (6) Language Hegemony and Bias.

 ESL/Content Based ESL/SDAIE: Compare and contrast. Lesson plan template

 Grant & Gomez, ch. 7 -(by professor)

 (7) ESL: The intersection of language theory and learning theory toward

 ESL methods; Crawford (in Leyba), 79-104

 CALLA, ch. 1

 March 13

 (8)

 ELD: Language development and Communicative Approaches; SDAIE

 Elements of Effective SDAIE Instruction

 CALLA, ch. 2-3

 Peregoy Chapt 3

 Due Multicultural Literature

 Presentation of Multicultural literature

 (9) SDAIE & CALLA: Definitions, extensions, model lesson, structures

 CALLA, ch. 4-5

 April 24

 (10) Primary Language Instruction; Snow (in Leyba) –by instructor

 Grant & Gomez, ch. 6 –by instructor

 Peregoy ch. 4

 Language Proficiency Chart

 Due: SDAIE Presentations

 SDAIE Unit Completed

 (11) Language and Literacy

 Present articles chosen from link at topThonis (in Leyba) –by instructor

 Peregoy Ch. 5,6,7,8

 May 7

 (12) Cyber assignment

 Multiculturally Responsive Pedagogy;

 Selected and assigned reading from site

 www.backflip.com/members/dmasur

 To be assigned on April 24Grant & Gomez, ch. 8-17 lecture (will be

 presented on-line as outline of information)

 CALLA, ch. 8

 CALLA Chapt 9-12

 Peregoy Chapt 6

 (13) Peregoy Chapt 7

 (14) Peregoy Chapt. 8

 Peregoy Ch. 9

 May 8

 (15) Discussion and sharing of Articles read.

 What we learned and what's next for us in our careers Interactive Journal

 due

Cross-cultural, Language, and Academic Development (CLAD) Competencies

 PART 1: LANGUAGE STRUCTURE

 AND

 FIRST- AND SECOND-LANGUAGE DEVELOPMENTPART 2: METHODOLOGY

 OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT,

 AND

 CONTENT INSTRUCTIONPART 3:

 CULTURE

 AND

 CULTURAL DIVERSITY

 I. Language Structure and Use:

 Universals and Differences

 (including the structure of English)2. Theories and Methods of Bilingual

 EducationI. The Nature 3. Culture

 A. The sound systems of language (phonology)A. FoundationsA.

 Definitions of culture

 B. Word formation (morphology)B. Organizational models: What works for

 whom?B. Perceptions of culture

 C. SyntaxC. Instructional strategiesC. Intragroup differences (e.g.,

 ethnicity, race, generations, and micro-cultures)

 D. Word meaning (semantics)II. Theories and Methods for Instruction In

 and Through EnglishD. Physical geography and its effects on culture

 E. Language in contextA. Teacher delivery for both English language

 development and content instruction

 E. Cultural congruence

 F. Written discourseB. Approaches with a focus on English language

 developmentII. Manifestations of Culture: Learning About Students

 G. Oral discourseC. 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 communicationD. Working with paraprofessionalsB. How

 teachers can learn about their students

 II. Theories and Factors in First- and Second-Language DevelopmentIII.

 Language and Content Area AssessmentC. 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

 III. Cultural Context

 B. Psychological factors affecting first- and second-language

 developmentB. MethodsA. Concepts of cultural contact

 C. Socio-cultural factors affecting first- and second-language

 developmentC. State mandatesB. Stages of individual cultural contact

 D. Pedagogical factors affecting first- and second-language developmentE.

 Limitations of assessmentC. The dynamics of prejudice

 E. Political factors affecting first- and second-language developmentE.

 Technical conceptsD. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.