

California State University San Marcos
EDMS 555
Elementary Multilingual Education
Spring, 2004

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Office Hours: Mon. – 9:00-10:00, Thurs. – 4:30-5:30 and by appointment

Class Location and Meeting Times: UH 373, Thurs. – 5:30-8:15

California State University San Marcos

COLLEGE OF EDUCATION

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)

Authorization to Teach English Learners: This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours, or, in order to ensure confidentiality, in a more private setting.

COURSE 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 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.

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, English language development, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Discuss 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.

STANDARD 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 EXPECTATIONS (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 13:** Professional Growth
- TPE 14:** Educational Technology
- TPE 15:** Social Justice and Equity

REQUIRED TEXTS

Course Reader: Available at Copy Serve in San Marcos – 599-9923

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Heinemann.

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.

Walter, Theresa. (1996). *Amazing English: How-to Handbook*. Addison-Wesley.

ASSIGNMENT DESCRIPTIONS

Professional Disposition (20 points):

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions? Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times?

Rubric for Professional Disposition

	Excellent	Acceptable	Unacceptable	
<u>Attitude</u> 3 points possible	Consistently displays a positive attitude. Offers constructive criticism and includes alternatives that demonstrate initiative.	Usually displays a positive attitude. Occasionally offers constructive criticism or includes alternatives that demonstrate initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.	
<u>Participation</u> 3 points possible	Attends every class, always on time and well-prepared, and never leaves early. Gives closest attention to class activities and speakers.	Attends every class, usually on time and prepared, and never leaves early. Gives attention to class activities and speakers.	Inconsistent attendance / promptness. Is not always ready or prepared when class time begins. Doesn't give full attention in class; talks inappropriately.	
<u>Professionalism</u> 3 points possible	Consistently behaves, talks and works in a mature and respectful manner, regardless of task/topic.	Usually behaves, talks and works in a mature and respectful manner, regardless of task/topic.	Seldom behaves, talks and works in a mature and respectful manner, regardless of task/topic.	
<u>Collaboration</u> 3 points possible	Consistently listens to, shares in, and supports the efforts of others. A positive and enthusiastic group member.	Usually listens to, shares in, and supports the efforts of others. Is not always positive or enthusiastic about group work.	Seldom listens to, shares in, and supports the efforts of others. Is rarely positive or enthusiastic about group work.	
<u>Contributions</u> 3 points possible	Consistently contributes useful ideas and suggestions. Always stays focused on tasks. Offers considerable effort and valuable contributions.	Often contributes useful ideas and suggestions. Usually stays focused on tasks. A satisfactory group member who does what is required.	Seldom makes useful contributions. Is rarely focused on tasks. Reluctant to participate. Makes minimal effort to do what is required.	

<u>Disposition toward teaching</u> 3 points possible	Consistently demonstrates concern for learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP), Teacher Performance Expectations (TPE), and CA Content Standards.	Often demonstrates concern for learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards.	Seldom shows concern for learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards.	
<u>Leadership</u> 2 points possible	Demonstrates leadership in class activities. Is respected as a leader by other students.	Effectively participates and contributes, but rarely demonstrates leadership qualities.	Does not demonstrate leadership in any area of class.	

You will do a self assessment, using this rubric, and write a 1-2 page rationale.
The instructor will also do an assessment, using this rubric.

Total Score: _____

Reading Reflections (10 points): It is expected that everyone will have an understanding of all the readings and will come to class prepared to discuss them. Using a 5 x 8 index card, write at least 3 comments from the readings for that session. **Do not summarize.** Please give thoughtful **reactions, responses, and reflections.** If the readings are from more than one book, try to comment on more than one book. If questions arise from the readings that you would like to see discussed in class, write out your questions on the back of your card and highlight them with a colored marker. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. **Due each class session beginning with the 2nd session with 2 free passes!**

Lesson Observation (10 points)

For this assignment you will observe an English learner or group of students during your teaching assignment. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). As part of your write-up, you are to discuss how you would change the lesson/activity in light of the information and knowledge gained in the course.

Due date: March 11

SDAIE Unit Plan (20 points)

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 criteria listed below. Be certain to provide a reflective evaluation of the lesson plans by addressing the questions below:

- Does each lesson use visuals, manipulatives, realia, drama and scaffolding techniques that would facilitate understanding?

- Does each lesson emphasize the presentation of content in context?
- Does each lesson take into consideration the varying English proficiencies of English learner 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 curriculum reflected in the lesson challenging and not watered down?
- Does the lesson address or multiple intelligences/modalities?

Due date: April 22

SDAIE Presentation (10 points)

Each group will have 20 minutes to present a SDAIE component of their Unit Plan to the class. Presentations will be scheduled for the last two sessions of class.

Due date: April 22 & 29

Multicultural Literacy Unit Plan (20 points)

With a partner, 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 or 3-6. 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 specified times of 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, and non-readers, etc.). Be sure to include SDAIE strategies in your lesson plan.

The format of the multicultural literacy unit should include:

- 1) Focus of the unit and brief summary of each book.
- 2) Grade level this unit is appropriate for.
- 3) Outline/plan of how the books will be used throughout specified times of the year.
- 4) One reading and writing lesson plan that will identify standards being covered.
- 5) Identify Assessment strategies: how you will determine that they learned what you intended (how you will assess them).
- 6) Primary language support component of the unit plan.
- 7) Appropriate accommodations and support for diverse learners.

Poster Sessions (20 minutes each): Tables will be set up to provide space for half of the class to present/display their Multicultural literacy unit. The other half of the class will be free to circulate, listen to brief summaries of the book units, ask questions and examine books. (Three rotations will be given). Please make copies of your material for the rest of the class to be passed out during the poster sessions.

Due date: March 25

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>).

COE Attendance Policy

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.

A good student is one who adheres to standards of dependability and promptness. If you miss two or more class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss three or more class sessions or are late (or leave early) for more than five sessions, you cannot receive a B. Late arrivals and early departures will each count as a 1/2 absence. Please notify your instructor by email as soon as you anticipate an absence. Absences do not change assignment due dates.

Completion of Course Assignments

All students are expected to participate in class activities and demonstrate reflective thinking and learning both in writing and in class discussions. It is important that students are well prepared for class sessions by completing the readings and assignments scheduled **before** the class meeting. All assignments should be handed in on the date due unless previously arranged with the instructor.

Assignments not handed-in on the due date will lose 10% of possible credit per day. After two weeks, late assignments will receive no credit. Assignments should be typed and double-spaced (except for reading reflections). If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Grading

<u>Assignment</u>	<u>Points Possible</u>	<u>Scale</u>
Professional Disposition	20 points	95-100% = A
Facilitation of Readings	10 points	90-94% = A-
Reading Responses	10 points	87-89% = B+
Lesson Observation	10 points	84-86% = B
SDAIE Unit Plan	20 points	80-83% = B-
Group Presentation of SDAIE Unit	10 points	77-79% = C+
Multicultural Literacy Unit	20 points	

TEACHER PERFORMANCE EXPECTATIONS

Reading Responses – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
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 English	Candidates 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.

Lesson Observation – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
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.

SDAIE Unit Plan/Presentation – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
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 learners.	Candidates 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 Engagement	Candidates 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.

Multicultural Literacy Unit – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
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 Learners	Multicultural 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.

Course Outline

The instructor reserves the right to modify the schedule to accommodate guest speakers and “teachable moments.” Note: Readings are listed next to the date by which you should have **completed** the reading assignment.

Date	Topic	Readings
Session 1 January 22	Introductions Course Overview	For each weeks readings, look over the corresponding section in the Course Reader before class.
Session 2 January 29	Language and L2 acquisition Stages of L2 development The role of L1 in L2 acquisition Theory of Bilingual Education	Crawford – Ch. 5, 6 & 7 Gibbons – Ch. 6 Peregoy & Boyle – Ch. 2 Begin Reading Facilitations
Session 3 February 5	History and Politics of Bilingual Education Legal Mandates / Prop 277	Crawford – Ch. 1, 2, 3, 13 & Appendix E Come prepared for completing Bilingual Education group projects – websites will be given in class.
Session 4 February 12	Who are English Language Learners? Bilingual Education in Practice What Can the Classroom Teacher Do?	Crawford – Ch. 8 & 10 Gibbons – Ch. 1 Peregoy & Boyle – Ch. 1 Walters – Ch. 1 Explore the website given in class.
Session 5 February 19	ELD Standards Identification/ Placement/ Language Proficiency Assessment of ELs/CELDT Program Models	Crawford – Ch. 11 & Appendix A Peregoy & Boyle – Ch. 3, pp. 94-102 Due: Download a copy of the ELD Standards – website will be given in class.
Session 6 February 26	SDAIE Strategies Oral Language Development	Gibbons – Ch. 2 Peregoy & Boyle – Ch. 3, pp. 94-102 & Ch. 4 Due: ELLs with special needs website responses – website will be given in class.
Session 7 March 4	SDAIE Strategies Reading and Writing Development of EL students	Gibbons – Ch. 3 & 5 Peregoy & Boyle – Ch. 5, Ch. 6, pp. 202-247 Walters – Ch. 3
Session 8 March 11	SDAIE Strategies Reading and Literature with EL students	Peregoy & Boyle – Ch. 7 Due: SDAIE Website reviews – websites will be given in class. Due: Lesson Observation
Session 9 March 18	Content Area Literacy Access for EL students	Gibbons – Ch. 4 Peregoy & Boyle – Ch. 8 & 9 Walters – Ch. 4
Session 10 March 25	Multicultural Resources Unit Presentations	Due: Multicultural Literacy Unit Due: Multilingual/Multicultural website review.
Session 11 April 8	Assessing the writing proficiency of EL students	Peregoy & Boyle – Ch. 6, pp. 247-256 Walters – Ch. 5 Bring in samples of ELL Writing
Session 12 April 15	Assessing the reading proficiency of EL students	Peregoy & Boyle – Ch. 10 Walters – Revisit Ch. 5
Session 13 April 22	Parents, Families & Community Connections SDAIE Presentations	Articles to be provided in class DUE: SDAIE Unit Plans
Session 14 April 29	Reflections / Looking Ahead SDAIE Presentations	Articles to be provided in class

Cross-cultural, Language, and Academic Development (CLAD) Competencies
 (EDMS 555 stresses competencies highlighted in bold)

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. The Nature of 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 <u>both</u> 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	III. Cultural Context
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
IV. Cultural Diversity in U.S. and CA		
A. Historical perspectives		
B. Demography		
C. Migration and immigration		