

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 546B – English/Language Arts Methods in the Secondary School (CRN: 22521)
Spring (1 credit) 2003-2004: All Cohorts

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Office Hours: before and after class and by arrangement

Class Meetings: Wed. 5:30-8:30 ACD 201

Sat. 9:00-1:30 ACD 201

**Spring: 1/21, CATE: 2/6-2/8, 2/18, 3/17, 4/17,
4/28**

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)

Infused Competencies

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. See “Authorization to Teach English Learners Competencies.”

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

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

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 is designed in a seminar format to focus intensively on the discipline of English/Language Arts. In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and fieldwork experiences during student teaching and/or observations.

Course Goals

Credential candidates will:

- effectively plan and sequence instruction in English/Language Arts.
- analyze student work and assessments to develop an instructional profile and plan.
- utilize multiple resources to support students in their acquisition of reading, writing, speaking and listening skills.
- establish effective learning environments that foster students' growth in all areas of language arts while empowering them to think critically and open-mindedly.
- explain and demonstrate the use of questioning strategies that foster a spirit of inquiry and critical thinking in the classroom.
- explain and demonstrate the connections between technology and the English/Language Arts classroom.
- use reflection as a means of interpreting classroom experiences (in the field and at the university).

Teacher Performance Expectation Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program 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 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments:

Teaching English-Language Arts in a Single Subject Assignment

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 6C and 6D: Developmentally Appropriate Practices in Grades 9-12 and Developmentally Appropriate Practices for Special Education

TPE 9: Instructional Planning

TPE 10: Instructional Time

Secondary Emphasis:

TPE 2: Monitoring Student Learning During Instruction

TPE 5: Student Engagement

TPE 7: Teaching English Learners

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

“Essential” Questions Generated by You

On reading:

- How do I motivate and engage reluctant/resistant readers?
- What resources can I use to find appropriate literature for our 21st century, multicultural students?
- How much flexibility do I have to use other reading resources beyond the “canon”?
- How do I get my students to read and how do I know if they’ve read?
- How do I deal with a range of reading abilities?
- How do I teach works about which I am not very enthusiastic or about which I am not familiar?
- How do I connect older texts to students’ lives?
- How do I incorporate different voices/perspectives in ways that are seamless vs. token representation?

On writing:

- Do all students need to be able to write in a particular “model” (e.g. Jane Schaffer model)?
- How do I make grading papers manageable?
- Is there room for creative writing in the school writing curriculum?

On grammar and vocabulary:

- What does it mean to teach grammar in context?
- How do I make vocabulary and grammar engaging and useful?

On speaking and listening:

- How much emphasis do I put on oral skills?

On assessment:

- How do I form adequate assessments?
- When assessing, how do I determine what areas to give more weight?
- How do I blend standardized testing requirements into my teaching?
- How do I balance multiple-choice testing and open-ended questions?
- How do I fairly assess students’ creativity?
- How do I manage grading?
- How will I assess prior knowledge?

On planning:

- How far out of the curriculum can I deviate?
- What types of creative projects can I do?
- How do I plan and teach to a heterogeneous class and to individuals who can’t do what is expected of them based on the standards?
- Where can I find sample lesson plans and resources?
- Do I have to plan every lesson plan for a year?
- How do I combine the standards with creative and engaging assignments?
- How do I make the elements of language arts fun, stimulating, and connected to the real world?
- What do I do on the first day?
- How do I teach my students so they develop the cognitive abilities to ask stimulating questions and to think critically?
- How will I overcome students’ negative perceptions about me, the class, or the material?
- How do I make sure students are ready for college?

On motivating students:

- How do I positively reward work in language arts classes?
- How do I motivate students who seem to not want to learn?
- How do I instill a love for English in my students?

On the profession:

- How much content should I know before I enter the classroom?
- Is it really that difficult to get a job as an English teacher?
- How do I deal with freedom of speech and controversial issues in texts without promoting inappropriate language in the classroom?
- How do I know if I'm approaching a subject correctly?
- How can I improve on my listening skills to better "read between the lines"?
- How can I pass the CSET?
- How do I translate theory into practice?
- How do I approach difficult conversations with colleagues?
- How do I talk with kids without being condescending?

Required Texts

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Portsmouth: Heinemann. 2003.

Burke, Jim. *The English Teacher's Companion*. Portsmouth: Boynton/Cook, 1999.

California English--Language Arts Content Standards. Sacramento: California Dept. of Education, 1998.

Choate, Joyce S. *Successful Inclusive Teaching*. MA: Allyn and Bacon, 2000.

Strong, William. *Coaching Writing: The Power of Guided Practice*. Portsmouth: Heinemann. 2001.

Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)

Optional Texts

Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*.

Weaver, Constance. *Lessons to Share*. Portsmouth: Boynton/Cook, 1998.

Other Texts Worth Owning/Reading Early in Your Career:

Atwell, Nancy. *In the Middle*

Claggett, Fran. *Drawing Your Own Conclusions*

Oliver Keene, Ellin and Susan Zimmerman. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*

Rosenblatt, Louise. *The Reader, the Text, the Poem and Literature as Exploration*

Assignments

- **Reading Responses/Participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways. Response methods will be introduced and explained in class. The goal of all reading responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be "busy work" then you need to adjust what you're doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you

need it. Participation 2nd semester also includes development of a piece of writing that will be used for practicing various strategies and for reflecting on your own skills and attitudes about writing. It also includes some informal web postings. Come to class prepared to participate fully, using your reading and writing as “jumping off” points. **First and second semester. (Scored on a 4-point scale based on percentage completed and quality of work)**

- **Lesson Modeling:** You will model a variety of lessons/parts of lessons for your colleagues. These experiences will be an opportunity to receive and discuss feedback and to refine your practice. **First and second semester. (Scored on a 4-point rubric)**

- **Revised Unit Plan (with 2 developed lesson plans):** You will revisit and create a revision plan for your unit plan from EDSS 511. This will give you a chance to develop a more thorough plan as you’ve gained more knowledge and experience in teaching English/language arts. You will submit both your original plan and your plan for revision. The unit will still be a multi-week unit, and it will integrate all aspects of the language arts as a way to demonstrate how you plan and sequence instruction both short and long term. The plan will include clear unit objectives, identification of CA standards addressed, a diagnostic assessment tool to identify students’ current levels with relation to the goals/standards, a series of formative assessment tools (including self-assessment) to monitor student progress and to adjust instruction, and a summative assessment tool. This unit must contain opportunities for students to work in all areas of language arts: reading, writing, speaking and listening. The plan will also include:
 - ✓ use of a “core” text and supplemental texts (to include non-fiction).
 - ✓ a writing assignment that requires students to work through various stages of the writing process.
 - ✓ opportunities for students to think at advanced levels.
 - ✓ opportunities for students to think creatively.
 - ✓ evidence of a variety of teaching strategies, including cooperative learning.
 - ✓ evidence of effective questioning strategies.
 - ✓ evidence of SDAIE strategies.
 - ✓ evidence of differentiated instruction to meet the needs of a wide range of students.
 - ✓ use of technology to further the goals of the unit.
 - ✓ an overview of how this unit fits with what comes before it and what will come after it.**Second semester. (Scored on a 4-point rubric)**

- **Reflective Writings:**
 1. Assessment profile: Teachers will review a variety of examples of student work and standardized test scores to determine the instructional “profile” of a student—his/her strengths and areas for growth, grade-level standards that are evident or not. Teachers will develop a student profile and write a reflection addressing how they would meet this students’ unique needs in the context of the classroom (and beyond if necessary). This reflection must also include how the teacher would communicate the instructional needs and plan for this student to a parent/guardian. **First Semester (Scored on a 4-point rubric)**
 2. CRA Conference summary/reflection: Teachers will provide a summary of at least one workshop attended while at the CRA Conference. Paper will be posted on the discussion board via WebCT. **First Semester (Scored on a 4-point rubric)**
 3. CATE Conference summary and reflection: Teachers will provide a summary of at least two workshop sessions attended while at the CATE Conference in February.

Paper will be posted on the discussion board via WebCT. **Second Semester (Scored on a 4-point rubric)**

4. Teachers will write a letter to next year's students about their overall learning and connections to the field. Submitted via WebCT as an e-mail to me. **Second Semester (Scored on a 4-point rubric)**

Recap of Spring Due Dates

Reading responses/participation	Ongoing: each class session and some web postings
Reflective writing: CATE workshop	2/16 (submitted via WebCT discussion board)
Strategy modeling: writing strategy	3/17-4/28: See sign up sheet
Unit revision plan:	4/28
Reflective writing: final letter	5/10

546B TENTATIVE Calendar (subject to change)

DATE	CLASS FOCUS	READING DUE	ASSIGNMENTS DUE
Jan. 21 Wed.	➤ Speaking and listening	<ul style="list-style-type: none"> • Choate: Ch. 6 • Burke: Ch. 8 • CA stds. 9/10 or 11/12: Oral Language Conventions and Speaking and Listening sections 	<ul style="list-style-type: none"> • Burke/Std: Looking at the oral language and speaking/listening standards, identify ways in which you see yourself teaching students the identified skills. It's okay to hypothesize or to use specific resources/texts from your teaching experience as models. This is a chance for you to conceptualize the ways in which these skills might be "threaded" throughout your course. • Choate: Reflection: how would you support a student in your class who presents specialized oral language needs (pick an example from ch. 6)? Think about how they would work with the standards and how they might develop some key skills. • Print and read article ("Engaging Students in the Disciplines of English . . ." by Arthur Applebee) from Center on English Learning and Achievement (cela.albany.edu/publication/article/engaging.htm)—annotate article to be ready to use in socratic seminar
ASAP	<ul style="list-style-type: none"> • Contact Phil Bowles about volunteering at CATE. Reach him at pbowles@ptloma.edu or via CATEWeb (in the conference section under "volunteers"). Be sure to let him know you're my student. 		
February 6-8	➤ CATE Conference (California Association of Teachers of English) See: www.cateweb.org	<ul style="list-style-type: none"> • CATE workshop schedule 	<ul style="list-style-type: none"> • Attend at least one session at the conference (Attend more if you can; it will never be free again!). • Write your summary & reflection and post it on the discussion board via WebCT by 2/16/04. The prompts and scoring guide for the posting are on WebCT in the "Assignment" section and on the discussion board.
Online before Feb. 18	➤ Reflecting on yourself as a writer	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Generate an e-mail (via WebCT) to me that reflects upon these questions: <ul style="list-style-type: none"> • How do YOU feel as a writer? Are you confident, tentative, enthusiastic, reticent, etc.? How often do you write? • What does it mean to be a writer? • What is "good" writing? • Is it possible to/how do you teach others to be writers?

<p>Wed. Feb. 18</p>	<p>➤ What are we teaching when we teach writing?</p>	<ul style="list-style-type: none"> • Burke: Ch. 7 (pages 141-200) • Strong: Forward, Introduction and ch. 1 	<ul style="list-style-type: none"> • Reader response: <ol style="list-style-type: none"> 1. <u>BEFORE READING</u> Burke and Strong: Write YOUR philosophy of teaching writing. <i>Things to consider:</i> What do you think your job is as a writing teacher? What do you think it's important to teach kids? What kind of environment do you need in the classroom to make your "job" possible? 2. <u>DURING the READING</u>: Summarize, or in some other way record, the key ideas from your reading that you want to discuss at our meeting. Noting questions would be beneficial as well. DO NOT take notes on the whole text—just capture the ideas you want to remember, "digest," or talk about. The key is to interact with the reading so that you can be part of an informed discussion when next we meet. These can be combined notes from all the reading. 3. <u>AFTER READING</u>: ADD to your initial philosophy. How has the reading pushed you to think about other aspects of teaching writing that you hadn't considered before? In what way does the reading help you to better "flesh out" your philosophy? 4. NOTE: Your response should clearly include all three parts listed above; don't leave out a step. • Bring your copy of the CA. English Language Arts Content Standards, your Strong and Burke books, and your reader response from above.
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<p>Wed. March 17</p>	<ul style="list-style-type: none"> ➤ Supporting specific writing skills ➤ Strategy modeling 	<ul style="list-style-type: none"> • Strong: Ch. 2, 3, 4, and 5 	<ul style="list-style-type: none"> • Reader response for each chapter (you'll have 4 total): <ol style="list-style-type: none"> 1. Ch. 2: #3 of "Learning Through Language" (LTL) pg. 44 2. Ch. 3: #3 of "LTL" pg. 63 3. Ch. 4: #1 of "LTL" pg. 81 4. Ch. 5: Do any three of the six activities listed below as they are outlined on these pages of the chapter (do the actual activities yourself) <ul style="list-style-type: none"> • Pg. 88-89: showing not telling exercise (pick one of the telling sentences on 89 or create your own) • Pg. 91: any of the 8 "daily workout" exercises listed • Pg. 92: comparison/contrast using sentences or pairs of words (practicing showing writing) • Pg. 94: sentence scramble exercise (memory) • Pg. 94: find a sample paragraph (maybe from a text in your English class?) and classify it by identifying the signal words • Pg. 95-96: fad diet cohesion links exercise • Bring your piece of writing started in last class. It should be the beginnings of a rough draft. Feel free to practice any of the activities in the reading using your own piece in progress.
<p>Sat. April 17 (9:00-1:30)</p>	<ul style="list-style-type: none"> ➤ Helping students extend their writing ➤ Strategy modeling 	<ul style="list-style-type: none"> • Strong: Ch. 6, 7, 8 and 9 • Optional: Any part of the Weaver book; Chapter 6 of Burke 	<ul style="list-style-type: none"> • Reader response for each chapter (you'll have 4 total): <ol style="list-style-type: none"> 1. Ch. 6: Review your piece in progress and try labeling the "voice" or "voices" within your text. Work to refine a section where you want a particular "voice" to be especially strong. Be ready to share with a small group. 2. Ch. 7: #2 of "LTL" pg. 130 3. Ch. 8: #3 of "LTL" pg. 148 4. Ch. 9: #3 of "LTL" pg. 164 (feel free to use an assignment you're also using in your own class) • Bring your revised piece of writing in progress. It should be the extension of

			your previous rough draft or a revision into a new draft. Feel free to practice any of the activities in the reading using your own piece in progress.
Wed. April 28	<ul style="list-style-type: none"> ➤ Responding to student writing ➤ Share some unit revision plans 	<ul style="list-style-type: none"> • Burke: Ch. 7 (pages 200-211) • Strong: Ch. 10 and 11 • Optional: Weaver: Ch. 8 (conferencing) 	<ul style="list-style-type: none"> • Reader response: 1. <u>BEFORE READING:</u> Write your beliefs about evaluating student writing. What do you think is important about your interaction with a student’s writing? What is your purpose for interacting with it? How do you see yourself responding to a student’s writing? 2. <u>DURING the READING:</u> Summarize, or in some other way record, the key ideas from your reading that you want to discuss at our meeting. Noting questions would be beneficial as well. DO NOT take notes on the whole text—just capture the ideas you want to remember, “digest,” or talk about. The key is to interact with the reading so that you can be part of an informed discussion when we meet. These can be combined notes from all the reading. 3. <u>AFTER READING:</u> ADD to your initial ideas about evaluating students’ writing. How has the reading pushed you to think about other aspects of evaluation that you hadn’t considered before? In what way does the reading help you to better “flesh out” your beliefs? 4. NOTE: Your response should clearly include all three parts listed above; don’t leave out a step. <ul style="list-style-type: none"> • Bring your revised piece of writing in for peer feedback and conferencing. • Revision plan for unit due (bring original and revision plan)
Online discussion board before May 3	<ul style="list-style-type: none"> ➤ Helping struggling writers 	<ul style="list-style-type: none"> • Burke: Ch. 16 • Choate: Ch. 8 and 9 	<ul style="list-style-type: none"> • Reader response: Discussion board posting (WebCT)--respond to this prompt: Focus on one student (from ST’ing or observation—keep the student anonymous) for whom writing is a struggle in some way. Identify 1-2 of his/her “struggles” and then identify at least 2 things you might do (from Strong, Choate, Burke, TILE, and/or

			<p>other sources—please cite your sources) to support this student.</p> <ul style="list-style-type: none"> • Feel free to respond to others on the discussion board, especially if you have had experience with some of the challenges presented.
5/10	<ul style="list-style-type: none"> • Final reflective letter due via WebCT e-mail. 		

Summative Grading Criteria for EDSS 546A/B

“A” students:

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and professionally, receiving 3+/3.5 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of teaching English/language arts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. always collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

“B” students:

1. comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5 –3+/3.5 average on all assignments.
3. usually connect assignments to their developing overall understanding of teaching English/language arts; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are ready to engage in thoughtful discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

“C” students:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2+/2.5 average on all assignments.
3. make limited connections between assignments and their developing overall understanding of teaching English/language arts; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse.
7. meet the minimum attendance requirements (see syllabus).

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

GRADING NOTES

- Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They are “prerequisites” for being eligible for a particular grade.
- Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully and at the discretion of the instructor.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Attendance

CoE Policy: Due to the dynamic and interactive nature of courses in the CoE, 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.

Instructor Application of the Policy: We meet 6 times in the spring (including CATE conference). 80% = 4.5 classes. That means if you miss more than 2 sessions you will not pass the course. If you miss more than 1 session you are not eligible for an “A.” If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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 <u>and</u> 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 Contact
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