

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
*EDSS 547B(01), Section 01 (CRN 22275)***

Secondary World Languages Education B

Spring 2004

Professor: Dr. Rosario Diaz-Greenberg
Office: UH 301
E-Mail*: rgreen@csusm.edu
Phone: (760) 750-4309
Meeting Times/Place: Fri. (UH 373) 4:30 p.m. to 7:15 p. m.
Office / Hours: By appointment. It is advised that you confirm all office hour sessions with the professor in advance.

Course Description This course is a continuation of EDSS 547A and it involves the practical application of the underlying theories and issues pertaining to second/foreign language education. Students will participate in lesson development, taped teaching experiences, materials development, textbook evaluation, and test construction appropriate for the teaching of foreign languages.

Objectives

1. Student teachers create a bank of activities for their classroom addressing the needs of groups of students with different achievement levels in L1 and L2.
2. Students create a list of resources available through their school, district or county office,
3. Student teachers analyze and evaluate curriculum they are currently using and provide suggestions for improvement.
4. Student teacher develops lesson models incorporating different second language instructional methodologies and other approaches such as cooperative learning and whole language.
5. Students produce a lesson using video technology (camcorder, video, and videodisc)
6. Student teachers develop assessment tools using different approaches

Integration

This course is integrated with EDSS 555 and EDML 554.

Course Goals

As a result of this course, you will be able to demonstrate the following:

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the teaching of World languages in the US.

- 2) Demonstrate understanding/application of the national standards for Foreign Language education.
- 3) Explain the theoretical framework upon which Foreign Language education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language designation/levels for Foreign Language in the USA.
- 6) Demonstrate understanding of Foreign Language education and their implications for curriculum, instruction, and educational policy.
- 7) Explain the meaning of culture 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.

Required Texts

Shrum, J.L. & Glisan, E.W. (2000). Teacher's handbook: Contextualized language instruction, 2nd Edition, Heinle and Heinle. ISBN/ISSN 08384-1465-6

NOTE: All texts/readings MUST be brought to each appropriate class session.

Recommended Texts

Chamot, A. & O'Malley, J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Menlo Park, CA: Addison-Wesley Publishing.A: Allyn and Bacon

Professionalism/Dispositions (see rubric)

Because this course is part of an accredited program that leads to professional certification, students are expected to demonstrate behavior consistent with a professional career. In particular students must:

1. Attend all class meetings. More than one absence will lower your grade in the following manner: the final grade will drop by one-third letter for every absence. The College of Education Attendance Policy (stated on page 7) will be followed. Serious illness or other emergencies will be evaluated on a case by case basis. If you will miss a class session, please notify the instructor in writing (email) as soon as possible.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class **will alter the final grade**.

3. Prepare carefully for class. Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics we cover.
4. Complete all assignments on time. Late assignments will receive a 20% reduction in points for each day late. Occasionally a student may be asked to revise an assignment. If so, the revised work must be submitted no later than one week after it was returned and may not be eligible for full credit. If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so that it is not counted late. Receipt of the assignment will be returned by the instructor (please request return receipt from your toolbar)
5. Interact professionally and collaborate responsibly with your colleagues. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement.

Professionalism/Dispositions Rubric

	Excellent 4	Acceptable 3	Unacceptable 1-2	Score
Attitude	Consistently displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.	
Participation	Attends every class, always on time and well prepared, never leaves early. Gives closest attention to class activities and speakers.	Attends every class, on time and prepared, never leaves early. Gives most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.	
Professionalism	Consistently behaves, talks and works in a professional manner, regardless of task/topic.	Most of the time, behaves, talks and works in a professional manner, regardless of task or topic.	Seldom behaves, talks, and works in a professional manner, regardless of task or topic.	
Collaboration	Consistently listens to, shares with, and supports the efforts of others.	Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not	Rarely listens to, shares with, or supports the efforts of others. Is often not a good team	

	Tries to keep people working well together.	a good team member.	member.	
Contributions	Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Most of the time provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets other take charge.	
Disposition toward teaching	Consistently demonstrates concern in 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) and Teacher Performance Expectations (TPE).	Most of the time demonstrates concern in 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 and TPE's.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of CSTP's and TPE's.	
Leadership	Shows strength through leadership in different class activities	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.	

California Commission on Teacher Credentialing

Standards Alignment:

The course objectives, assignment, and assessments have been aligned with the CTC standards for the Single Subject Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Primary Emphasis

TPE 1b-Subject Specific Pedagogical Skills for SS Teaching Assignment
TPE 3- Interpretation and Use of Assessments
TPE 4- Making Content Accessible
TPE 6c-Developmentally Appropriate Practices in Grades 9-12
TPE 6d-Developmentally Appropriate Practices for Special Education
TPE 9- Instructional Planning
TPE10- Instructional Time

Secondary Emphasis:

TPE 2- Monitoring Student Learning During Instruction
TPE 5- Student Engagement
TPE 7- Teaching English Learners
TPE11- Social Environment
TPE12- Professional, Legal, and Ethical Obligation
TPE14 – Educational Technology
TPE15 Social Justice and Equity

CLAD Competencies

The Standards, Teacher Performance Expectations and CLAD Competencies identified above are addressed in EDSS 547 through class discussions, activities, oral/visual presentations, and written assignments.

ASSIGNMENTS

<u>Attendance & Participation</u>	10 points
Interdisc./Commercial lesson	10 points
Participatory Research activity on culture	20 points
Unit of Study or CALLA	50 points
Outcome Assessment	10 points

CALLA Unit Plan (50 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. Parts of this assignment will be done in class and thus collaboration is highly encouraged. You will design a unit of at least three sequential that employ CALLA methodology. Lesson plans, should be formulated to meet the needs of Foreign Language Learners. Here is the basic format for this assignment:

I. THEMATIC UNIT OVERVIEW: Provide an overview of the following (Template to follow):

1. Describe the target students' **grade level(s), language level(s), and program placement information.**
2. Identify the **major concepts** that you want students to learn in the unit.
3. Identify the areas of curriculum (**content**) you will use by citing specific standards and objectives of the content area. What objectives in the content areas will students have to meet in order to learn the major concepts?

II. SAMPLE LESSON PLANS (See Appendix B): Develop a unit of lessons that will teach the critical concepts in your thematic unit. What are the objectives of your lessons, and how are those tied into the major concepts and objectives (content as well as language) that you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them. For each lesson plan, include the following:

4. Identify what you will do to get students **into the unit (Preparation & Presentation)**. Next, identify what you will do to get students **through the unit (Practice)**. Include what you will do to assess that students have learned the major concepts (**Evaluation**) and what students will do **beyond (Expansion)** the unit to extend their understanding. Or, use an alternate lesson plan format such as the 5-step plan.
5. Identify the **language and, separately, the content objectives**, using the appropriate Foreign Language standards. What language will the students use to learn the major concepts? What language objectives are your unit and lessons are targeting? State these clearly.
6. Identify the **scaffolding strategies** you have chosen to help students learn the major concepts. Be aware that students must also learn the strategies and be able to make them a part of their learning repertoire. Give **specific reasons** for choosing the scaffolding strategies you are using, that is, how these strategies build scaffolds to learning. Use content learned in your other courses or your classroom practice to support your **rationale**.
7. Be sure to include an authentic **assessment** in your unit (summative or formative is fine). How will you assess that students have met the objectives of the unit and the lessons? That is, how will students demonstrate understanding and how will you know they have understood? Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?

III. APPENDICES:

8. Include a **resources list**, a bibliography of all materials used, such as books, art prints, CD's, computer software, videos, etc.
9. The unit must also contain a **reflection**. What have you / your group learned from the development of these lessons? If you have had the opportunity to implement any part of your unit, be sure to include reflections on the implementation as well as student samples, if available.

You may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using. For example, you can provide a videotaped version of one or more lessons in your unit, or the class presentation itself can be videotaped. The person opting to do this needs to obtain waivers from all students being filmed (see me for waiver form), and be responsible for any editing using e.g., movie in the lab, if necessary, and providing me with a copy of the film. Video cameras are available for checkout in the media library.

The following are questions that will help you plan the unit, and also complete the reflective section of the unit:

- ◆ Are the objectives conceptually clear and tied to your instructional and learning strategies?
- ◆ Does instruction in each lesson use visuals, manipulative, realia, drama and scaffolding techniques that would facilitate understanding?
- ◆ Do the learning strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- ◆ Is the content or subject matter in the lesson challenging and not watered down?
- ◆ Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- ◆ How are the parents and community integrated into the unit?
- ◆ How does the lesson try to incorporate the 7 Intelligences and/or multiple modalities?
- ◆ Does your assessment directly measure your objectives in a conceptually clear manner?

Presentation of CALLA Unit - You will choose one lesson from your instructional unit to present to the class. For the purpose of this lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that all members have a role during the lesson, and that the lesson is interactive. This means that the class (your “students”) needs to actively participate in your presentation. You will have approximately one-half hour (this includes time for questions and comments). If you have had the opportunity to implement the unit, you may discuss the process and outcome.

Grading Rubric: “A” Students

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly and thoughtfully, receiving 3.5-4.0 average on all assignments.
3. Make insightful connections between all assignments and their developing overall understanding of social studies concepts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Students show high level achievement of course goals.

“B” Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 2.7 -3.4 average on all assignments.
3. Usually connect assignments to their developing overall understanding of social studies concepts; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4. Students show reasonable achievement of course goals.

“C” Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness, receiving 1.7-2.6 average on all assignments.
3. Make limited connections between assignments and their developing overall understanding of social studies concepts; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals.

“D/F” Students

Fail to meet the minimum requirements of a C. The specific grade will be determined based on a rate of assignment completion, attendance, etc.

NOTES

Students must meet the attendance requirements for the grade described. Attendance is a prerequisite for earning a particular grade.

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)

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. *(Approved: 12/19/97)*

CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Disabled Student Services Office

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours or in a more private setting in order to ensure confidentiality.

Statement on Plagiarism

Any evidence of cheating or plagiarism (defined as presenting the words or ideas of others as your own) will result in a failing grade for that assignment and a letter regarding the incident to be placed in your file in the Dean of Student's Office. Please read "Academic Honesty" in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any more questions about what constitutes plagiarism or cheating. Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text.

CALLA Unit Plan/Presentation – Scoring Rubric

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	Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are	Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English	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

	student level of English proficiency and primary language	untapped.	proficiency and primary language, and use community resources.	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 CALLA MINI UNIT TEMPLATE (Appendix A)
Dr. Rosario Díaz-Greenberg

TITLE:

Grade Level:

Language Level:

Placement:

Major Concepts:

1.

2.

Rationale:

Literature Objectives:

Language Objectives:

Learning Strategies:

Metacognitive:

Cognitive:

Social Affective

STANDARDS

CALLA LESSON PLAN SEQUENCE (CH. 5)

Preparation: This stage requires activation of prior knowledge by finding out what the students already know and how they have been taught to approach the specific task. The students are told what the objectives of the unit are, and what is expected of them.

Activities should include: brainstorming, making graphic organizers, demonstrating how to do the project, role playing and prediction.

Presentation: The material to be covered needs to be presented in a variety of ways to address different learning styles. A positive approach is necessary to foster self-esteem and autonomy. Questioning is essential to encourage students in formulating questions for clarification purposes.

Activities: Questioning techniques, selective attention to key concepts, elaboration and inference to help comprehension.

Practice: During this stage students need to engage in interactive learning. Hands-on and exploration are essential.

Activities: Cooperative learning activities, Reciprocal teaching, brainstorming, organizational planning, and problem posing techniques.

Evaluation: This stage stresses self-evaluation through specific techniques. The teacher needs to provide samples of record-keeping activities to direct the process.

Activities: Summarizing, verifying previously made predictions, Self-check and correct, chart progress through learning log, cumulative check list on items covered, and self-reflection on progress made.

Expansion: In this stage the teacher incorporates class and home activities that build on previous knowledge and integrate newly acquired skills and information into existing concepts. Reflection is essential to connect past concepts with new information. Revision and re-creation of knowledge is also crucial at this point. Application of new knowledge into real life situation should be encouraged.

Activities: Systematic inquiry, reflection techniques, and discussion.

Course Outline

(Timeline Subject to Change pending “Teachable” Moments) The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

Date	Topic	Assignment
Session 1 1/30/04	Introduction / Overview of topics/Recap of 547A/ Summary	Ch.1, 2, 3, and 7
Session 2 2/27/04	Developing Oral and Written Communication in an Interactive Manner	Ch 6, 8, and 9
Session 3 3/19/04	Addressing diversity Assessment of language performance	Ch 10-11
Session 4 4/16/04	Using Technology in the FL classroom	Ch 12
Session 5 5/07 /04	Presentation of Lessons	