

California State University San Marcos
SPRING 2006

EDMS 555: Elementary Multilingual Education

Friday & Saturday UH 441 (CRN 22059)



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COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practices. We are committed to *diversity, educational equity, and social justice*, exemplified through reflective teaching, life-long learning, innovative research and on-going 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 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.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

Course prerequisites

Admission to the College of Education.

Course Objectives

- 1) You will have opportunities to become familiar with basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) You will have opportunities to demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) You will have opportunities to explain the theoretical framework upon which bilingual education is founded.
- 4) You will have opportunities to demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) You will have opportunities to explain the connections between bilingual education, English as a second language, SDAIE and other pertinent methodologies.
- 6) You will demonstrate several models of multicultural education and their implications for curriculum, instruction, and educational policy.

7) You will have opportunities to explain the meaning of culture, differentiated index, the necessity for cultural convergence in schools, and other research-based related notions of multicultural education.

8) You will learn to develop and understand each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

Unique Course Requirements

In an effort to save paper and cut down on copy costs, there is an E-component to this course. As a result, some or parts of class meetings may take place on Taskstream OR WebCT Coursemail, Discussion Boards, or Chat Rooms per Professor discretion. Your careful time management and attention during face-to-face class meetings will ensure this component of the class go smoothly for you.

Some assignments may incorporate experiences from your assigned student teaching school site.

Required Text

Peregoy, S. F. & Boyle, O. F. (2005) *Reading, Writing, & Learning in ESL* (4th Edition). Longman.

Readings as assigned by Professor.

TaskStream account.

Authorization to Teach English Learners

Beginning fall of 2002, CSUSM an early adopter of the new AB 2042 program standards, intends to prepare new 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 Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*note: formerly called CLAD/ Approved by the CCTC in SB 2042 Program Standards, August 2002*).

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 districts 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. Look for the green TPEs embedded in your assignments and class work. You will be required to formally address the following TPEs in this course by writing task stream reflections on each as part of your final assignment:

Primary Emphasis

TPE 7: Teaching English Learners

Secondary Emphasis:

TPE 15: Social Justice and Equity

College of Education 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 Professor.

Individual Professors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the Professor as soon as possible. (*adopted by the COE Governance Community, December, 1997*).

NOTE: This means that if you miss one (1) class in the weekend format you cannot receive a passing grade for this class!

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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 Requirements

Assignments, DUE DATES, and Beginning Point Values

1. Attendance, Disposition, and Class Participation 30 points

First is the expectation that you will attend all class sessions and participate actively in class activities (INCLUDING ONLINE RESPONSES TO ASSIGNED WORK), group and individual sharing, and discussions. Remember, if you miss one class sessions, you will automatically lose between 30 and 40 points, dropping your grade to the C range, based on the COE attendance policy.

2. Interactive Reading Reflections 15 points

THESE ARE DUE EVERY WEEK BEGINNING FRIDAY 2/27; UNTIL FRIDAY 3/3. THERE SHOULD BE 6 ENTRIES FOR THE SEMESTER TO MAINTAIN PARTICIPATION POINTS.

Interactive reading reflections are one way for learning communities to entertain and respond to questions, reflections, insights, or concerns regarding course readings. They also facilitate relationships between students and professors. Your peers or course professor may respond to entries with clarifying questions to further your thinking process.

One way to manage this task is to divide the text into five sections (two chapters each) and devise a strategy for discussion among you and your partner. This will leave ONE session for other assigned readings.

These reflections will be kept between yourself and a colleague via e-mail.

The content will consist of 1 to 2 paragraph "conversations" based primarily on course readings and will be maintained every week. Interactive reflections may include the following:

- Summaries, descriptions, or reactions to the topics from readings which reflect understanding of key concepts including comments from professor and other students may be reflected in the reading logs.

Entries will be graded according to comprehensiveness, insightful connections, and "deep understanding" of the issues. Reflections should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings.

You are responsible for providing a printed version of each one of your entries/responses in your final learning portfolio (Due last class meeting).

3. Teaching Methods Workshop (5 pts individual, 10 pts group) 15 points

For this assignment you will practice working in your SJ & E groups by preparing a UBD, SDAIE, Culturally Responsive Teaching, Standards for Effective Pedagogy, Differentiated Instruction, or Banks' 5 dimensions lesson for your peers using children's SJ & E literature based on SDAIE basics, class discussions, and reading materials assigned.

Your groups will be responsible for modeling the assigned methods characteristics presented to the class thus far.

You are responsible for (1) working collaboratively with your colleagues, (2) demonstrating professional "teacher" behaviors (as taught in T & L class), (3) evaluating your peers' demonstrations, and (4) your self-evaluation as part of your final learning portfolio.

4. Multicultural/ Multilingual Research Review 10 points

- This assignment is to be completed in pairs or triads.

- This assignment will be presented in PPT format on Friday evenings during regular class time for students to access and respond.
- If you are selected to present, your work **MUST** be available for comment by Friday beginning class time 5:30 pm **OR BEFORE**.
- ALL students who are not presenting **MUST** view ALL presentations on Friday evenings and comment with feedback and constructive criticism in a single paragraph **PER PRESENTATION** by beginning of class Saturday morning.
- For this assignment you are each to go to the CSUSM Library website, find and select two journal articles published in the last 5 years on Multicultural, Bilingual, or Multilingual Elementary Education. I will model this exercise in class.
- Depending on how many are in your group, you will **read two or three** articles and provide a **one page summary including a one paragraph reaction to one article per group member**.
- As a group you will be expected to present a 5 minute Power point presentation on **one of your articles** during the course of the semester.
- 5 points are allotted for each written review and 5 points are for your presentation.
- Following each presentation, your peers will assess your presentation quality and provide feedback in Discussion Board format. I will provide immediate feedback as well.

5. Literature-based Social Justice Thematic Unit 30 points

Part I: Critical Assessment Task (CATs) (15 pts)

In groups of 3-4 (NO EXCEPTIONS), you will have the opportunity to develop a literature-based social justice and equity thematic unit that will include appropriate literature selections reflecting multicultural perspectives for students in grades K-2, 3-6, or 7-8.

Choose six powerful children's multicultural selections that should be the center of curriculum focused on social justice and equity issues for different times throughout a specified time of the year.

This plan should include an **outline of how the multicultural books will be used throughout the specified time 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 unit.

Using the books as your foundation, write **four** detailed reading and writing lesson plans 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).

AT LEAST ONE LESSON MUST BE TOTALLY SDAIE IN NATURE.

Applying the CULTURALLY RESPONSIVE METHODOLOGY criteria discussed AND PRESENTED DURING THE WORKSHOP, include METHODS SPECIFIC activities in your comprehensive lesson plans, AND IDENTIFY THE METHOD USED.

Ask yourselves the following questions about each one of your original lesson plans:

- 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?

The format of the literature-based social justice and equity thematic 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 the specified time of the year.
4. Reading and writing lesson plan that will identify standards being covered.
5. Identify Assessment strategies: How you will determine students learned what you intended (how you will assess them)?
6. Primary language support component of the unit plan.
7. Appropriate accommodations and support for the wide variety of students in CA classrooms (be specific).

Part II: Roundtable Discussion and Presentation Sessions (30 minutes each group) (10 pts)

Panel roundtables will be set up to provide space for each group to present/display their literature selections and/or units and Powerpoint lesson demonstrations (CATs). Other class members will listen/participate to the discussions.

Note: Dr. Alice Quioco 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>).

Part III: Self and Group Assessment (5 pts)

As part of this assignment you will describe your role as an individual working as a group member including personal and group responsibilities. You will determine whether points should be deducted based on the quality of this culminating experience.

100 point

Grading Standards

In this class, all students begin with 100 points. Points will be deducted from your total, based on the quality of the work you turn in for each assignment.

In addition, 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 class meetings. Unless otherwise negotiated with the instructor, all assignments are to be submitted as specified in class on the due date. **Assignments not submitted on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced. Hard copies of assignments will be student or peer evaluated and turned in at the end of the semester in a final learning portfolio due **Monday March 6th.**

The following grading scale will be used with the points students have remaining at the end of class:

- 93-100%.....A
- 90-92%.....A-
- 88-89%.....B+
- 83-87%.....B
- 80-82%.....B-
- 75-79%.....C+

72-75.....C
70-71.....C-
60-69%.....D
59% and below.....F

Note: *Students are reminded that the College requires completion of this course with a C+ or higher.*

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments above. Every course at the university, including this one, must have a writing requirement of at least 2500 words. TPE reflection will count toward this requirement.

OTHER CONSIDERATIONS

NOTE: THE PROFESSOR RESERVES THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL FROM THE COURSE.

Academic Honesty

I expect that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://courses.csusm.edu/sthompson/plagiarism/about_site.html. If there are questions about academic honesty, please consult the University catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. P. Kelly, Interim Associate Dean.

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). On the due date, credit for completion will be recorded. At the end of the course, your learning portfolios with each assignment and self-assessments will be turned in to me. You are responsible for keeping your work organized and ready for final presentation and evaluation. Please manage your time and plan accordingly. Assignments must be **word processed/ typewritten, double-spaced, with standard margins, unless completed in class**. It is expected that all assignments will reflect university level composition.

Schedule/Course Outline

Date	Topic	Assignment
Session 1 1/20	Revisiting Notions of Diversity • Planning the semester	Banks HW. Read P& B chapters 1-3.
Session TBD	Sociocultural/ Sociohistorical Context SJ & E Book Workshop	CRT & SEP HW.
Session 2 2/3	Intro to SDAIE & Differentiated Instruction	SDAIE & DI HW. M & M Research Reviews Last Names A-H. Read P& B chapters 4-6.
Session 2/4	SJ & E Project Broken Down and Explained Comparing & Contrasting Methods for Teaching Diverse Learners Comparing and Contrasting Banks, CRT, SEP, SDAIE, & DI	RELIEVE article HW.
Session 3 2/17	Preparing for Methods Workshops	Prepare for Methods Presentations HW. M & M Research Reviews Last Names I-P. Read P& B chapters 7-10.
Session 2/18	Teaching Methods Workshops (Presentations) Time to Prepare and Present	
Session 4 3/3	Social Justice & Equity for All Learners	M & M Research Reviews Last Names Q-Z.
Session 3/4	Presentations	