

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 521      Elementary Literacy I      Spring 2005**  
Tuesday 5:30 – 8:15  
UNIVERSITY HALL 444

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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 and 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 the COE Governance Community, October 1997)

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**COURSE DESCRIPTION**

- The primary aim of this course is for students to develop an understanding of the theory, methodology, and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

**Course Prerequisites**

- For College of Education courses, admission to the program is considered a prerequisite.

**Course Objectives**

(Knowledge) Teacher candidates will:

- Gain an understanding of how a first and second language is acquired
- Gain an understanding of the reading process and its relationship to thought, language, and learning
- Gain an understanding of how people learn to read and writing in their first and second language
- Become familiar with current approaches to the teaching of reading and writing, their theoretical bases
- Understand current approaches to reading & writing instruction in culturally-linguistically diverse classes
- Become familiar with classroom diagnostic techniques and evaluation procedures
- Become familiar with current approaches to teaching reading & writing to children with special needs.

(Skills) Teacher candidates will:

- Make sensitive observations of children's language using behaviors
- Analyze children's reading and writing behavior as a basis for making instructional decisions
- Translate the results of formal & informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the individual needs of students
- Organize the classroom for teaching reading & writing in culturally-linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing & producing print
- Develop an appreciation for the need & value of integrating reading-writing into all areas of the curriculum
- Affirm the importance of a rich environment for developing an effective language arts program
- Develop a sensitivity to and appreciation of culturally and linguistically diverse learners
- Develop a sensitivity to and appreciation of children with special learning needs
- Develop an appreciation for the importance of reading and writing for their own personal and professional growth
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

## **GENERAL CONSIDERATIONS**

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

### **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 must be approved for services by providing appropriate and recent documentation to the Office of 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.

### **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 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.

(adopted by the COE Governance Community, 12/97)

- 8 sessions: Miss an entire class session once and you will not receive an “A-”. Miss any part of class sessions twice you will not receive an “A-”. Your grade will automatically drop to a “C” if you miss an entire class session and any part of another class session. You grade will automatically drop to a “C” if you miss any part of a class session 3 times. If you miss more than what is needed for a “C”, you will receive a failing grade.
- 15 sessions: Miss an entire class session one time and any part of another class session you will not receive an “A-”. Miss any part of class sessions 3 times you will not receive an “A-”. Your grade will automatically drop to a “C” if you miss an entire class session twice. You grade will automatically drop to a “C” if you miss any part of class sessions 4 times. If you miss more than what is needed for a “C”, you will receive a failing grade.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the sources and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **Standards Alignment**

3- Relationship Between Theory and Practice                      4- Pedagogical Thought and Reflective Practice  
5- Equity, Diversity, & Access to the Core Curriculum        7- Equity, Preparation to Teach Reading Language Arts

### **Teacher Performance Expectations (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California Teaching 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. The following TPE’s are addressed in this course:

TPE 1a- Subject Specific Pedagogical Skills for MS Teaching  
TPE 4- Making Content Accessible

## Task Stream, TPE's, and Assignments

TPE Reflective Writing for Task Stream:

This course requires that you address the TPE's listed above for your Task Stream Electronic Portfolio. You will address these TPE's by completing course assignments. Completion of the course assignments will include that you have submitted them in the appropriate format to your electronic portfolio. Assessment of your TPE's is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

<http://lynx.csusm.edu/coe/eportfolio/index.asp> This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com> This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

## **COURSE REQUIREMENTS**

### **Required Texts (ALL are required)**

**Gibbons, P. (1993).** Learning to learn in a second language. Portsmouth, NH: Heinemann.

**Johns, J. (2000).** Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments. Dubuque, Iowa: Kendall-Hunt

**Tompkins, G. E. (2001).** Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3<sup>rd</sup> Edition. Prentice Hall

**Zarrillo, J. J. (2002).** Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment. Merrill Prentice Hall

(Please note that the Zarrillo is packaged with Tompkins when you buy a new – not used- edition of Tompkins.)

### **Unique Course Requirements**

You will need to arrange appointments with the caregivers of a young child who has not yet begun to read to conduct 4 literacy assessments. Additionally, you need to arrange classroom visits to observe a teacher's instruction during literacy lessons on topics specified for the Field Observations assignment.

### **Grading Policy**

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed in on due date will lose 10 % of earned credit per day.** Assignments should be typed and double-spaced. Attendance may also affect your grade. Please see the Attendance Policy on page 2.

The following grading scale will be used:

A (96-100 points)	B+ (87-89 points)	C+ (77-79 points)	D+ (67-69)
A- (90-95 points)	B (83-86 points)	C (73-76 points)	D (63-67)
	B- (80-82 points)	C- (70-72 points)	D- (60-62)

- Field Experience Observations 30 points
- Reading Strategy Lesson Plan 30 points
- Primary Case Study 30 points
- In-Class Quizzes and Quick-writes (no prior notice) 2 points each for a total of ten points

## ASSIGNMENTS

### In-Class Quizzes and Quickwrites

(2 points each for a total of 10 points)

You will be given no prior notice for these in-class assignments. Each is worth 2 points. The quickwrites and quizzes will be related to key ideas from the readings. You may choose to earn these 10 points by doing an alternative assignment in which you attend a Border Pedagogy seminar. See the instructor if you are interested in this alternative.

### Field Experience Observations (TPE 1a)

(30 points)

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations of lessons related to the RICA content areas taught in this course. (see list below) Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. *Be sure to write observations of the teacher in the “activity” section and reserve your judgments for the “reflective notes” section.*

For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity, Reflective notes. Please use the form provided on page 5 of the syllabus.

- Content Area 2: Organizing for Literacy Instruction
- Content Area 3: Phonemic Awareness
- Content Area 4: Concepts About Print
- Content Area 5: Phonics Instruction
- Content Area 6: Spelling Instruction
- Content Area 7: Reading Comprehension-Narrative
- Content Area 11: Supporting Reading through Oral and Written Language Development
- Content Area 12: Vocabulary Development

Example of a Field Experience Observation:

**Topic:** Phonics Instruction

**Date/Time** 9/7/98 9:00-10:00

**Place** (school/grade/classrooms) Discovery Elementary, Monolingual 1<sup>st</sup> grade

**Activity:** Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following-bird, ball, balloon, and boat.

**Reflective Notes:** The teacher effectively taught so as to include all students. She did a good job accommodating for second language learners by using some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who had trouble focusing was seated next to the teacher. She was selected children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how beginning sounds work in their language.

Please do one observation sheet for each of these areas of the RICA Notebook using the form provided.

## **TPE Reflection Information**

Please read TPE 1A and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their observation sheets and reflections to their Task Stream Account after it is returned with the comment: **Ready to Post TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

### ***Teaching Reading-Language Arts in a Multiple Subject Assignment***

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

## Field Experience Observation Form

<b>Topic</b>	
<b>Date/Time</b>	
<b>Place (school/grade/classrooms)</b>	
<b>Activity</b>	<b>Reflective Notes to Myself</b>
	<b>The Teacher:</b>
	<b>I noticed:</b>
	<b>I would modify:</b>

## Reading Strategy Lesson Plan (TPE 4)

(30 pts)

You will write and present one **READING STRATEGY** lesson plan. (note: You must clearly comprehend strategies readers use in order to write an effective lesson.) Please be advised that in order to obtain credit you may have to revise your lesson plan. Make your lesson active, interesting, and meaningful. *Important:* Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. The lesson plan must follow specific guidelines provided by the instructor to be handed out in class.

### **TPE Reflection Information**

Please read TPE 4 and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of making content accessible for all students. In order for the assignment to be complete, students must post their lesson plan and reflections in Task Stream Account after it is returned with the comment: **Ready to Post**

### ***TPE 4: Making Content Accessible***

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

## Primary Mini Case Study

(30 pts)

**Assess:** Choose a child between the ages of 3.5 – 6 who is **not reading yet**. Use the John’s Appendix A: Early Literacy Assessment to conduct the following assessments of the child’s emergent reading behavior:

- Alphabet Knowledge - Letter Identification (Johns 390, 391, 424)
- Wordless Picture Reading (Johns 409-410, 428)
- Literacy Knowledge - Concepts About Print (Johns 393, 395, New Shoes, 426 – 427, Tompkins p. 75)
- Phoneme Segmentation (Johns 416, 433)

**Analyze:** Use the Profile and Qualitative Analysis forms found in Johns p 422 and 423. Look at the information that you have gathered in the assessments and plot it on the Profile form to develop **a profile** of the child as an emergent reader. Then, record the information on the Qualitative Analysis form to create a **qualitative analysis** of early literacy.

**Apply:** Apply your analysis of the child’s early literacy behaviors to reading instruction. You may use the RICA data grid to help you with this process. Your analysis must have the following 4 components:

- Write a well developed paragraph(s) describing the child’s areas of strength, making sure that you use data to support your statements.
- Write a well developed paragraph(s) describing the child’s areas of need, making sure that you use data to support your statements.
- Write a well developed paragraph(s) which both describes what area of need you would focus on first and explains why you would start your instruction there.
- Write another well developed paragraph(s) which describes what you would do as a teacher to help him/her in this area and why you think that instructional strategy/approach/activity will help the child progress. (Remember, the instructional strategy should take advantage of the child’s strengths).

**Reflect:** Think again about the process of assessing the child. What did you learn from this process?

## RICA Study Grids

You will complete a study grid for each RICA content area addressed in this course. Each RICA study grid includes information on (a) what this content area(s) is about, (b) 2 ways of assessing this content area, (c) ways of teaching it, and (d) accommodations.

For the first semester you will need to complete one study grid for each of the following:

- Content Area 2: Organizing for Literacy Instruction
- Content Area 3: Phonemic Awareness
- Content Area 4: Concepts About Print
- Content Area 5: Phonics Instruction
- Content Area 6: Spelling Instruction
- Content Area 7: Reading Comprehension-Narrative
- Content Area 11: Supporting Reading through Oral and Written Language Development
- Content Area 12: Vocabulary Development

Besides the course readings, Dr. Alice Quioco’s web site can also serve as a resource. The address is:

<http://www.csusm.edu/Quiocho>. Click on “reading instruction portfolio.” See the [section on accommodations](#) for ideas on ways to support second language learners. Note: See [www.ed.gov/free/](http://www.ed.gov/free/) for free Educational Materials.

## RICA Grid (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations



RICA Study Grid Example

Component	How to Assess	How to Teach it (Strategies)	Accommodations
<p>Phonemic Awareness</p> <p>Being aware of the sounds of language</p> <p>being conscious of the fact that words are made up of sounds</p> <p>can identify rhyming words, the number of sounds in a word</p> <p>Not the same as phonics</p>	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> <li>• I would ask a student to pick out the first sound or last sound of a word,</li> <li>• I would ask the student to identify, pronounce and blend sounds or a segment of a word,</li> <li>• I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence.</li> </ul> <p><b>Assessment Tools</b></p> <p>1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> <li>• Involve students in poetry, rhymes and songs of all types,</li> <li>• Use a chant to clap syllables in students' names,</li> <li>• Sort known objects or pictures into groups of similar sounds (Realia Cans),</li> <li>• Play a guessing game using picture cards and help the children to put together blends to make their guess,</li> <li>• Sing songs that allow children to replace sounds with other sounds, even to make nonsense words,</li> <li>• Read to your students.</li> </ul>	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> <li>• Specific skills instruction alongside a basal reading program- This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress,</li> <li>• Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats,</li> <li>• Rhymes, chants, finger rhymes, manipulatives, games, role-playing,</li> <li>• Writing journals and quick writes (encourage invented spelling!),</li> <li>• Provide a print rich environment including the use of Word Walls,</li> <li>• Rebus activities- this activity is when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word.</li> </ul>

**(Timeline Subject to Change pending “Teachable” Moments)**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 January 18	Balance and the language of literacy in schools Overview of assignments and requirements Compare/contrast skills and strategies	Tompkins (2 – 21 & 260 – 275) Gibbons (22) English Language Arts Standards
Session 2 January 25	Introduction to the reading process Literacy assessment Concepts about Print – RICA 4	Tompkins chapter 3 Tompkins (33 – 45, 109 – 125, 248 – 251) Gibbons (9 – 10) Johns Appendix (387 – 436)
Session 3 February 1	Phonemic Awareness – RICA 3 Phonics – RICA 5	Tompkins (138 – 159) Gibbons chapter 8
Session 4 February 8	Phonics – RICA 5 Spelling – RICA 6	Gibbons (77 – 80) Tompkins (161 – 172 & 176 – 199)
Session 5 February 15	Cueing systems analysis A continuum of literacy instruction	Gibbons (70 – 82), Tompkins (2 – 21), Johns (24 – 27, 30 – 34, 57 – 68)
Session 6 February 22	Comprehension of narratives – RICA 7 Guided Reading	Gibbons chapter 6 Gibbons (6 – 7) Tompkins chapter 9 Tompkins (33 – 45 & 251 – 260)
Session 7 March 1	Emergent readers and L2 readers of English Baharona Center visit	DUE MINI CASE STUDY
Session 8 March 8	Fluency	Tompkins (76 – 79, 199 – 206) Gibbons (9 – 13) Johns (24 – 27, 420, 435, 436)
Session 9 March 15	Vocabulary – RICA 12	Gibbons (13 – 25, 30 – 32) Tompkins (213 – 242)
Session 10 March 22	Grammar – RICA 13	DUE READING LESSON PLAN Gibbons 83 – 87
Spring Break		
Session 11 April 5	Oral Language – RICA 11	Gibbons 3
Session 12 April 12	Writing of narratives – RICA 11	Gibbons 9 Tompkins 45 – 62
Session 13 April 19	Organizing for literacy instruction – RICA 2	DUE FIELD OBSERVATIONS DUE TPE REFLECTIONS Gibbons 10 Tompkins (105, 113 – 115, 453 – 457)
Session 14 April 26	Technology and literacy Early literacy in review	Journal article
Session 15 May 3	RICA content area study session	DUE RICA GRIDS

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>D.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA.</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and immigration