

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

**California State University San Marcos in Collaboration with California State University  
Monterey Bay**

**Course Title:** EDST 631 Impact of Technology on Teaching and Learning CRN 22807

**Credit:** 3 Graduate Semester Units

**Dates and Times:** Spring 2005 5:30 - 8:15 Tuesdays

**Location:** CSUSM UHALL 439 and online

**Instructors:** Dr. Joan Hanor, CSUSM and Dr. John Ittelson, CSUMB

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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 COE Governance Community, October, 1997).*

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**Course Description**

A critical analysis of how technology contributes to learning, teaching and educational reform. Includes topics such as the pedagogy of distance and distributed learning, portfolio assessment, community based and project-based learning. Special emphasis is placed on how technology influences various communities of learners.

Spring 2005: Through IP videoconferencing, this course will link learners at CSU San Marcos with participants from CSU Monterey Bay. The goal is to support learners' ability to design effective lessons for delivery through distance learning technologies. This is a project-based course in which learning teams, consisting of learners from divergent sites, will collaboratively design and prepare lessons for distance delivery through their own engagement in meaningful and authentic distance learning experiences. This is the first time this class has been offered in this format. The video conferencing collaboration will offer unique opportunities for participants. It will add to the diversity of our students' experiences by teaming them with students who come from different educational settings, have different educational skills and backgrounds, and possibly hold different beliefs and have different ideas. As students collaboratively contribute to lesson design and distance delivery, it is anticipated that this experience will contribute to the pleasures and strengths of diversity.

**Course Prerequisites**

Enrollment in the Master's in Education Program and/or hold credential.

## Course Objectives

Participants will

- Analyze and illustrate various ways in which technologies may contribute to learning, teaching and educational reform.
- Investigate educational research that supports videoconference technology in the core curriculum areas.
- Relate educational applications of technology to contemporary theories and practice in education.
- Demonstrate skill in the use of technology including videoconferencing for teaching and learning.
- Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.

## Required Texts and Course Materials

Flash Drive (128M)

Two CD-R disks

Print Card (ACD 202)

\*Email Account – You must use the campus email account automatically generated after you are registered for the semester. To activate, go to ACD 202 with ID Card.

\*Computer Access – If you do not have access to a computer at home or school, you must plan to spend time in the campus labs as some class sessions and most planning sessions are held electronically.

\*Classroom Access – If you are not currently teaching, you must arrange to consult with a teacher to plan, teach, and assess appropriate standards based lessons for online delivery. If you are having difficulty making these arrangements, please see the instructor by the second class session.

## Required reading

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Cole, C., Ray, K., & Zanetis, J. (2004). *Videoconferencing for K-12 Classrooms*. Eugene, OR: International Society for Technology in Education.

Online Readings will be provided through WebCT.

## Recommended reading

Curtis, M., Kopera, J., Norris, C., & Soloway, E. (2004). *Palm OS Handhelds in the Elementary Classroom*. Eugene, OR: International Society for Technology in Education.

## 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*)

## 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. Should the

student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

### 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

EDST 631 will be in a seminar format with an estimated three hours of contact time and three to four hours of homework time to be included each week. The suggested schedule will include the following components:

**Prepare:** Complete and respond to course reading assignments.

**Collaborate:** (required login to Web CT at least twice weekly) Meet online with team members to collaboratively plan, reflect, and discuss readings, experiences, and learning.

**Practice:** Explore and apply resources for effective use of videoconference technology and Palm OS Handhelds.

**Apply:** Design and apply learning experiences. Make use of the Web CT discussion area for feedback and review. Give feedback to teams and group members.

**Reflect:** What learning experiences contributed to your understanding, interest, and excellence in performance? What do you consider evidence of your understanding?

Learners will collaborate with other teachers to design lessons. Learners will be required to keep a log detailing an additional 10 hours of study. These hours will be considered a practicum and therefore, are calculated on a 2 for 1 basis for a maximum of 5 class hours.

Course Assignments		
Outcome	Evidence	Learning Experience
Analyze and illustrate various ways in which technologies may contribute to learning, teaching and educational reform.	Dialogues  Contributions to class discussions online and F2F	Online readings accessed from Web CT. Mini paper (see detailed description on Web CT)
Relate classroom applications of technology to contemporary theories and practice in education.	Projects are firmly anchored in the essential elements of backward design and the desired understandings.  Contributions to discussions exhibit lucid understandings and ability to apply principles.  Assignments	What design considerations will guide our projects? Read the required text: <i>Understanding by Design</i> .  Create a concept map of the design process using Inspiration. Apply the design standards to your project(s).  Project #1 = 10-15 min VC Project #2 = 25-30 min VC Project #3 = design a lesson using Palm OS Handhelds (may be combined with either VC #1 or VC #2.)  Read the required text <i>Videoconferencing for K-12 Classrooms</i> . Apply the readings to your VC design.  Research and contribute additional resources to the EDST 631 Annotated List of Resources for both Video Conferencing and use of Palm OS Handhelds.

	successfully completed.	
Demonstrate skill in the use of technology including teleconferencing for teaching and learning.	Contributions to discussions exhibit lucid understandings and ability to apply principles.  Inclusive written plan and successful implementation of VC.	Plan and implement learning interventions to include two videoconferences & use of Palm OS Handhelds.  This assignment utilizes research, planning, implementing and evaluating videoconferences and includes each of the following tasks: <ul style="list-style-type: none"> <li>• Identify audience, subject area, grade level</li> <li>• Identify desired results</li> <li>• Determine acceptable evidence</li> <li>• Plan learning experiences and instruction</li> <li>• Identify content standards addressed</li> <li>• What prior knowledge is required?</li> <li>• Consider pre- and post conference activities.</li> <li>• Develop list of resources.</li> <li>• Submit proposal</li> <li>• Create VC script</li> <li>• Apply your design to implement a 10-15 minute videoconference.</li> <li>• Apply your design to implement a 25-30 minute videoconference.</li> <li>• Select/create scoring assessment or rubric</li> <li>• Self assess</li> <li>• Group assess</li> </ul>
Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.	Demonstrated use of descriptive, analytic, and reflective thinking through discussion leadership and in written report.  Dialogues  Contributions to class discussions online and F2F	Assessment and written report of another group's 15 minute VC.  Assessment and written report of another group's 30 minute VC.
*Please note that modifications may occur at the discretion of the instructors. Student's cooperation and flexibility in response to changes will be noted as part of the participation assessment. All assignments and due dates will be posted and continuously monitored through Web CT.		

<b>EDST 631 Assignments</b> Including points and relative weights of each assignment		
Date	Topic	Points
<b>Class Assignments</b>		
25-Jan	Intro letter	2
8-Feb	Concept map	2
22-Feb	Assessment Rubric/ Scoring Device for VC Lesson	2
15-Mar	Web CT Postings including Professional Organizations Discussion	3
22-Mar	Contributions to EDST 631 Annotated List Of Resources	2
	Other	
<b>Mini Paper/ Research</b>		

15-Feb	Mini Paper / proposal	1
8-Mar	Mini Paper / paper draft #1	2
5-Apr	Mini Paper / paper draft #2	6
4/5 or 4/26	Mini Paper / presentation to class	1
<b>Video Conference Application</b>		
22-Feb	Written VC Plan #1	12
12-Apr	Written VC Plan #2	12
TBD	Written Lesson Plan for Palm OS Handhelds	5
2/22 or 3/1	Implementation VC #1	10
4/12 or 4/19	Implementation VC #2	10
3/1 or 3/8	Written Summary assessment/Critical Analysis/Group Leadership#1	10
4/19 or 4/26	Written Summary assessment/Critical Analysis/Group Leadership#2	10
<b>Class Attendance and Participation</b>		
	Including student disposition and participation online and F2F, small and large groups	10
	<b>TOTAL COURSE POINTS</b>	<b>100</b>

### Grading Standards

Grading is calculated on the standard of

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	Below 60 = F
84 - 86 = B		

### Criteria for Grading Assignments

A 90-100%

Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.

B 80-89%

Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.

C 70-79%

Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.

D 60-69%

Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

### Grading Policy

An "A" student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.

- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

*A "B" student is one who:*

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.
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*A "C" student is one who:*

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.

- contributes to the positive environment of the class by respecting all members.
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A “D” student is one who doesn’t meet all of the minimal standards of a “C” student; “F” is earned by someone who hasn’t completed significant portions of the required work and fails to meet the “C” student standards.

**Assessment:**

In order to successfully complete this course, all assignments must be completed with at least an acceptable level noted on assignment rubrics. Late assignments will lose credit points for each day late and will not be accepted after seven days tardy. In addition to the assignments described above, performance assessment will be on student’s cooperation and flexibility in response to unforeseen challenges and student’s ability to perform tasks using a variety of technology tools.

**All University Writing Requirement**

In keeping with the All-University Writing Requirement, this course includes a writing component of at least 2,500 words (approximately 10 pages). This is administered in a variety of ways including formal writing requiring use of APA, informal, and electronic online discussions.

**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 source 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.”

<b>TENTATIVE Schedule/Course Outline</b>				
*Please note that modifications may occur as a result of the technology or at the discretion of the instructors. Student’s cooperation and flexibility in response to changes will be noted as part of the participation assessment.				
<b>Overview/ Modes of instruction</b>				
Students will participate in online collaborative groups, multipoint videoconferencing, desktop videoconferencing via iChat, do hands-on activities including the use of Palm OS Handhelds, design instructional materials, access web sites, and read and discuss required reading covering current research and instructional theory. Students will be asked to make thoughtful choices, work through instructional design and decision making with their teams, assume responsibility for implementing videoconferences, and maintain collaborative connections with their partners and their groups. Teams will use a variety of pedagogical and technological strategies to design well-organized and effective distance lessons based on CA content standards.				
Date	Topic	Facilitator	Method	Assignment Completed and Due on this Date
1/18	Introduction: Goals, expectations, assignments, timeline.	Joan	CSUSM: Discussion	
1/25	Beginning of foundations and overview for class	John & Joan	Collaborative VC Session CSUMB	Intro letter paper copy. Reading of required texts

	Selection of topics by students Grouping of students (4 per team)		& CSUSM	well underway.
2/1	Sample VC and discussion Technical Information and demonstrations Grading/matrix/discussion	John	Collaborative VC Session Sites meet together and then in small study groups	Rubrics and Scoring Guides. (Readings Online through WebCT) Be prepared to apply.
2/8	Students try techniques for VC Continued Overview – Issues and topics continued Technical Information and demonstrations	John & Joan	Collaborative VC Session Sites meet together and then in small study groups	Completed Reading of Textbook Wiggins, G. & McTighe, J. <i>Understanding by Design</i> .  Inspiration Concept Map
2/15	LAB In lieu of class meeting, use this time to meet with your study group to • prepare for your videoconference • use lab time to become more familiar with the technologies • gather information on your topic area	Small group		Completed Reading of Textbook Cole, C., Ray, K., & Zanetis, J. (2004). <i>Videoconferencing for K-12 Classrooms</i> .  Mini paper proposal.
2/22	Getting Started with Videoconferencing Groups 3, 5 each coordinate a 15 minute VC: Groups 1,4 each lead a 10-15 min feedback and prepare a written summary assessment	Groups 3, 5 Groups 1,4	Collaborative VC Session CSUMB & CSUSM	VC Plan submitted via Web CT (all groups).  Online reading from PacBell.  Assessment Rubric/Scoring
3/1	Getting Started with Videoconferencing Groups 1, 2, 4 each coordinate a 15 minute VC: Groups 2, 3, 5, each lead the feedback and prepare a summary assessment	Groups 1, 2, 4 Groups 2, 3, 5	Collaborative VC Session CSUMB & CSUSM	Written summary assessment from groups 1, 4. Continue Online Readings through Web CT including Copyright.
3/8	Group discussions	TBD	Collaborative VC Session CSUMB & CSUSM  <i>Note: CUE starts Thursday March 10</i>	Written summary assessment from groups 2,3, 5.  Bring three copies of Mini paper Draft #1
3/15	LAB In lieu of class meeting, use this time to meet with your study group to • prepare for your videoconference • use lab time to become more familiar with the technologies • gather information on your topic area	Small group		Research: What resources are available through professional organizations? Responses posted to Web CT. Complete any remaining Online Readings through Web CT.
3/22	SPRING BREAK CSUMB	Independent		Online Research- Contribute new sites to the annotated list of resources for Video Conferencing and Handhelds posted in Web CT. Contribute at least three new resources for each annotated list. Include a detailed description as well as the URL. Do not duplicate URLS previously submitted by classmates. This assignment may be



				completed at any time prior to Mar 22.
3/29	SPRING BREAK CSUSM	Independent		
4/5	Practice session TBD	Small group	Collaborative VC Session CSUMB & CSUSM	Mini paper
4/12 (3 hr sessi on)	30 min Collaborative VC Groups 1, 2, 3 15 min Debrief group 3, 4, 5	Groups 1,2, 3 Groups 3, 4, 5	Collaborative VC Session CSUMB & CSUSM	VC Plan submitted via WebCT (all groups).
4/19	30 min Collaborative VC Groups 4 & 5 15 min Debrief groups 1 & 2	Groups 3,4 Groups 1, 2	Collaborative VC Session CSUMB & CSUSM	Written summary assessment from groups 3, 4 & 5
4/26	TBD			Written summary assessment from groups 1, 2
5/3	FINAL EXAMINATIONS			

## FAQ Sheet

1. How does this course relate to the National Board for Professional Teaching Standards (NBPTS)?

All courses within the CSUSM masters program are intended to provide a comprehensive professional development experience. Teachers pursuing National Board Certification will find the COE assessment process, including requirements for portfolio completion, particularly helpful. Regardless of whether or not National Board Certification is sought and achieved, by the time teachers complete the program they will have made and documented significant accomplishments, which will be reflected in their practice.

The National Board for Professional Teaching Standards' (NBPTS) five core propositions are reflected in the COE masters program course syllabi. The concepts in the five propositions are the heart of the National Board's perspective on what teachers should know and be able to do. They help frame the core experiences and activities that enable teachers to demonstrate a high level of knowledge, skills, dispositions, and commitments described by these propositions. They provide the foundation for all standards and assessment. These propositions are: 1) Teachers are committed to students and their learning; 2) Teachers know the subjects they teach and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; and 5) Teachers are members of learning communities.

Students will be supported in meeting the National Board's high and rigorous standards through the completion of their school-site portfolio that provides evidence of teaching practice through student work, videotapes of classroom interaction, and written commentaries that document and reflect their actions. These sources of evidence serve as a lens to what teachers do and how they think about their practice.

The EDST 631 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter with technology tools. Students will demonstrate their knowledge by responding to topics and readings that address critical issues of change. Course objectives that align with (NBPTS) indicate that all students will show evidence of the following:

- A commitment to students and their learning.
- Knowledge of the subjects they teach and how to teach them.
- The demonstration of management and monitoring of student learning.

- Thinking systematically about their practice and learning from experience.
- Involvement as members of learning communities.

NOTE \* In Spring 2005, EDST 631 offers a unique experience for learners to participate in a larger educational learning community through the regular practice of videoconferencing. Participants at CSUSM will actively partner with participants at California State University Monterey Bay to complete project-based assignments leading to increased knowledge and success with distance learning.

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

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