

- 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

Some assignments may incorporate experiences from your assigned SME classroom.

This course incorporates some WebCT components (i.e., WebCT E-mail, assignments postings).

Required Text

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

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 three (3) classes 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 (Reflection Due: March 12)** **30 points**

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions.

Your participation in SME classrooms from 8:30-9:30 is mandatory and counts toward attendance. You must sign in at the CSUSM classroom no later than 8:15 am in order to drop off your things and be inside of your SME classroom by 8:30 sharp. There will be sponge or orientation activity available to you upon arrival each morning. I will deduct attendance points if you fail to adhere to these specifications.

Disposition is related to your attitude. Please see Mission Statement for guidelines. Of note, remember, if you miss three class sessions (or more), you will automatically lose between 30 and 40 points, dropping your grade to the C range, based on the COE attendance policy.

You will be asked to reflect on your attendance, disposition and class participation in 3 paragraphs on WebCt Assignments by March 12.

2. **SDAIE/ CRT Checklists and Learning Logs (5 @ 3pts each)** **15 points**
(Due: 2/5, 2/12; 2/26; 3 /5; and 3/12)

The time you spend in SME classrooms is unique and can be of great value to you today and in your teaching future. Culturally responsive teaching can be difficult to capture and replicate. In order to facilitate your ability to understand culturally responsive teaching, you are being asked to document observations of it and to reflect on these observations 5 times this semester.

You will each be given 5 specially designed academic instruction in English/ culturally responsive teaching checklists to complete on the designated dates. You are to complete the checklists in SME classrooms and will be given 20 minutes to reflect on your observations, upon your return to our CSUSM classroom.

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

A final one page reflection capturing your reflections on this assignment is due, March 12 on WebCT Assignments.

3. **Differentiation Methods Workshop (DUE: 2/12; 5 pts individual, 10 pts ONLINE group presentation 2/19) 15 points**

- For this assignment you will practice working in your SJ & E groups by preparing a Differentiated Instruction lesson plan (basic, below basic, far below basic---ELD Beg, Int. or Adv) for your peers using children’s SJ & E literature based on SDAIE basics, class discussions, and reading materials assigned.
- In this lesson I expect to see elements of SDAIE, Culturally Responsive Teaching, Standards for Effective Pedagogy, and or Banks' 5 dimensions of Multicultural Education.
- Your groups will be responsible for presenting assigned methods’ characteristics presented to the class thus far ONLINE using WebCT.

4. **Multicultural/ Multilingual Research Review (written DUE: 2/5---presentations, ongoing thereafter) 10 points**

- This assignment is to be completed in pairs or triads.
- For this assignment you are each to consult the CSUSM Library website, find and select one journal article published in the last 5 years on the Multicultural/ Multilingual Elementary Education topic chosen (by your group). I will model this exercise in class.
- You will **the selected** article and provide a **one page summary including a one paragraph reaction to the piece.**
- Refer to the APA website for correct electronic reference listing at <http://www.apastyle.org/electsource.html>.
- As a group you will be expected to present a 3 minute quick-talk on **your article** 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 verbal feedback. I will provide immediate feedback as well.
- Pairs/triads (2-3) will be **selected each class meeting** to present articles **beginning February 5th. Please be prepared.**

5. **Task Stream Responses TPE 7, 2.5 points (Due: 2/19); TPE 15 2.5 points (Due: 2/26) 5 points**

It is imperative that you complete your TPE reflections in a timely manner for appropriate response from your Professors. You will be released to the SME library in groups of 10 periodically to work on this task. Please work on it at home and in your regular study times as well. Grades will not be turned in of Task Stream responses are pending.

These responses will be posted in two locations: 1) on WebCt Assignments and 2) on Task Stream pending feedback.

6. Literature-based Social Justice Thematic Unit (Written Due: 3/5; Presentations 3/5 and 3/12) 25 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).
- **Every lesson must carry major components and features of SDAIE.**
- 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:

- Is the lesson plan standards based?
 - 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: Presentation Sessions (20 minutes each group) (5 pts)

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 points

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. All work needs to be turned in to WebCT Assignments by **Friday March 16th**.

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-
<u>75-79%.....</u>	<u>C+</u>
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.

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.”

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 1/22	Revisiting Notions of Diversity <ul style="list-style-type: none"> • Class Rationale 	Read: P & B Ch 1
Session 2 1/29	Sociocultural/ Sociohistorical Context <ul style="list-style-type: none"> • Bilingual Education 	Read: P & B Ch 2-3
Session 3 2/5	Intro to SDAIE, GLAD, & Differentiated Instruction (Special SME Guests: Gabriela & Hugo)	Read: P & B Ch 3-4 Due: SDAIE/ CRT Checklists and Learning Logs Due: Multicultural/ Multilingual Research Review
Session 4 2/12	Comparing & Contrasting Methods for Teaching Diverse Learners <ul style="list-style-type: none"> • CRT • SEP • Banks 5 	Read: P & B Ch 5 Due: SDAIE/ CRT Checklists and Learning Logs Due: Differentiation Methods Workshop
Session 5 2/19	Teaching Methods Workshops <ul style="list-style-type: none"> • ONLINE Presentations 	Read: P & B Ch 6-7 Due: TPE 7
Session 6 2/26	Creating Classroom Profiles <ul style="list-style-type: none"> • Data is your friend (Special SME Guest: TBA)	Read: P & B Ch 8-9 Due: SDAIE/ CRT Checklists and Learning Logs Due: TPE 15
Session 7 3/5	Social Justice & Equity for All Learners <ul style="list-style-type: none"> • Welcome Center (Special SME Guest: TBA) • Including the Community 	Read: P & B Ch 10 Due: SDAIE/ CRT Checklists and Learning Logs Due: Written--- Literature-based Social Justice Thematic Unit
Session 8 3/12	Presentations	Due: SDAIE/ CRT Checklists and Learning Logs
Final Exam	Presentations	