

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

**EDMS 555 Elementary Multicultural Education**  
UNIV 441      CRN 22236      Tuesdays 7:30 A.M. to 2:20 P.M.

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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.

## 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. You will be required to formally address the following TPEs in this course by writing TaskStream reflections on each as part of your final assignment:

#### **Primary Emphasis:**

TPE 7: Teaching English Learners

#### **Secondary Emphasis:**

TPE 15: Social Justice and Equity

### 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 (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, a student 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, December, 1997.)

*You cannot receive an "A" in this course if you miss more than two class sessions.*

- 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. Your 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.

### **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 WebCT6 course email, Discussion Boards, or Chat Rooms per the Professor's 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. Please make arrangements with cooperating teachers as necessary.

### Required Texts

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

Content Standards. <http://www.cde.ca.gov/be/st/ss/index.asp>

ELD Standards. <http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf#search='ELD%20Standards%20CA'>

English/Language Arts Content Standards. <http://www.cde.ca.gov/be/st/ss/engmain.asp>

## Course Requirements

### 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 a percentage of earned credit per day.** Assignments should be typed and double-spaced. Hard copies of assignments will be student or peer evaluated and some will be turned in at the end of the semester in a final learning portfolio due on the **last class meeting**.

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

93-100	A	88-89	B+	75-79	C+
90-92	A-	83-87	B		
		80-82	B-		
72-75	C	60-69	D	59 and below	F
70-71	C-				

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

### Assignments and Beginning Point Values

• Attendance and Participation	10 points
• Multicultural/lingual Research Article Review	20 points
• ELD/SDAIE Lesson Observation	10 points
• Reading Discussions/Reflections and WebCT6 Board Discussions/Reflections	20 points
• Social Justice and Equity Poster Session/TPE Reflective Statements	40 points
<b>Total</b>	<b>100 points</b>

### Assignment Descriptions

**Disposition and Participation** **10 points**

This is a HYBRID course and some of its components will be done on WebCT6. It is your responsibility to log on, check for weekly assignments, complete such assignments in due time, and submit them on-line as requested. It is also expected that all students will attend all class sessions and will actively participate in class discussions, activities, group discussions and all cooperative learning sharing activities, whether they are done face to face or on line.

**Multicultural/Multilingual Research Article Review (M&Ms)** **20 points**  
(Begins 3<sup>rd</sup> Class)

For this assignment, you will go to the CSUSM Library website, <http://library.csusm.edu/>. Find and read journal articles published in the last 5 years on Multicultural, Bilingual, or Multilingual Elementary Education. **You will select two articles and provide a one page summary, including a one paragraph reaction, to each article.** When writing the summary/reaction for each article, please refer to the APA website, <http://www.apastyle.org/electsource.html>, for the correct electronic reference listing of the article. **No duplicate articles are allowed.**

As a pair or triad, you will be expected to present a 5 minute Quick-Talk/PowerPoint on **one of your articles** during the course of the semester. Fifteen (15) points are allotted for each written review and five (5) points are for your presentation. Following each presentation, your peers will evaluate your presentation and provide verbal and written feedback. Pairs/triads will be assigned presentation dates during the first class session. Presentations will begin during the third class meeting. **Please be prepared.**

The following criteria will be used to evaluate your presentation of the research article review:

- Pair/triad creates an evaluation form for classmates. (See the internet for examples.)
- Pair/triad creates a handout of some sort for the class to take away something important from the article presented.
- Pair/triad clearly states and explains the big idea of the article.
- Pair/triad mentions how information from this article will inform their teaching and understanding of multicultural education and/or second language learning.
- Pair/triad presents the article in an engaging and interesting manner.

**ELD/SDAIE Lesson Observation**

**10 points**

For this assignment you will observe an ELD *or* SDAIE lesson at your student teaching school site. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the English learners in the class. As part of your write-up, you are to discuss how you would modify the lesson/activity in light of the information and knowledge gained in the course. You will also have an opportunity to make a judgment about the lesson as well. Your lesson observation must address TPEs 4 and 5.

The following is an example of the graphic organizer that will be available for this assignment. This form can be found online, in WebCT6.

<b>Student Name</b>	
<b>Topic of Lesson</b>	
<b>Date/Time</b>	
<b>Place (school/grade/classroom)</b>	
<b>Evidence of Instructional Modifications made to provide Comprehensible Academic Input for the English learners in the Class</b>	<b>Reflective Notes to Myself</b> <b>Judgments Relating to TPE 4 and 5:</b>  <b>Modifications (1 +):</b>

**Reading Discussions/Reflections and WebCT6 Discussion Board/Reflections**

**20 points**

In order to have effective discussions within our classroom, you will be asked (periodically) to come to class prepared with the readings for the week. To do this, you will need to do **a one-page discussion to the readings** for class. This can be a one-page discussion regarding all of the reading, one chapter, or one topic. **At the end of your one-page discussion, write down two essential questions that could be used to begin a discussion on the readings.** That means your questions should be written in a way that would create a class discussion. Because of the quick nature of the course, I will often give you time for reading and working on our journals during some class sessions. Typed reading/e-discussions and reflections should be turned in on the due dates specified by the course outline unless otherwise specified by the professor. You will also be required to electronically submit a copy to WebCT6.

**Reading Discussions/Reflections** will be discussed at the beginning of the class session on which they are due, and will include:

- A **written summary and/or analysis** of the assigned topic that reflects understanding of the key concepts, including comments/analysis from the required readings.
- A **reflection** of the topic including connections that can be made between the topics, TPEs, and teaching English language learners, **with specific examples from student teaching experiences, school observations, or other personal/professional experiences in diverse settings.**
- **Two essential questions** for discussion.

**WebCT6 Discussion Board/Reflections** are another way in which we will entertain and respond to questions, reflections, insights, or concerns regarding course content. The discussion boards facilitate relationships among students and the professor. Your peers will respond to your discussion with clarifying questions to further your thinking process. You are responsible for providing a printed version of each one of your entries/responses during the last class session for your final learning portfolio.

You will have two additional opportunities to **initiate discussion**, using your essential questions, and to act as a **respondent**. Discussion Board content will consist of at least 1 to 2 paragraph "conversations" based primarily on course readings and class discussions. Discussions may include the following:

- Essential questions, summaries, descriptions, and/or reactions to topics and TPEs discussed in class or from readings reflecting understanding of key concepts.
- Specific examples from student teaching experiences, school observations, or other personal/professional experiences in diverse settings.
- Entries will be graded according to comprehensiveness, insightful connections, and "deep understanding" of the issues.

Again, all responses, written or electronically submitted, will be collected to form your final learning portfolio.

## **Social Justice and Equity Unit**

**40 points**

Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Parts of this assignment will be done in class and thus collaboration is highly encouraged. You will work in assigned groups of three or four (NO EXCEPTIONS) to design 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. Each group member will develop his/her own SDAIE lesson plan as part of the "unit." During several class sessions, you will have the opportunity to work on your unit planning by applying what they have learned from the readings, class discussions, and classroom experiences. This unit is due on the last day of class.

### **Social Justice & Equity Thematic Unit Overview**

**Cover Page (Title of Unit; Author Names; Illustrations, Pictures)**

**Introduction**

**Unit Lesson Plans – Overview**

**Multicultural Literature**

**Class Profile**

**Lessons – Plans and Appendix**

**TPE Reflections**

**Unit Presentation Session (Session 8)**

#### **A. Cover Page**

Please include the title of the unit, author names, and illustrations/pictures related to the topic/focus of your unit.

#### **B. Introduction – Overview of the Unit**

The introduction must include the **focus/major concepts** of the thematic unit. Also include the **purpose** of the unit and what you want the students to learn by the end of the unit. Please specify the grade level and language level(s) for which this unit is appropriate. Be sure to explain how the lessons will be used. For example, the lessons can be taught either daily, weekly, or monthly. State the curriculum/content areas that your unit will cover and **how the study of these content areas relates to the purpose of the unit** as a whole.

#### **C. Unit Lesson Plans – Overview**

This section only provides an overview of the lessons in this unit. You will need to name the lesson plans and summarize what will be studied in each lesson. (Discuss lessons by name, not by who wrote them.) Include the purpose/objective of each lesson and what students will have learned by the end of the lesson.

#### **D. Multicultural Literature**

You will have the opportunity to select multicultural literacy resources (books, websites, text sets, etc.) for this unit. They must reflect multicultural, social justice, and equitable perspectives appropriate for elementary school students.

Choose **six powerful children's selections** that should be the center of the curriculum and address appropriate proficiency and content area knowledge. At least **three of the books must be bilingual** (English and another language). Be sure to address how the use of the bilingual book will serve as a "primary language support" for English learners studying your unit

as well as how it will be incorporated into the lesson(s). Include a summary (what the book is about) of each book. Also explain how each book will be used in the unit. When writing about the text, refer to the lesson in which the book is used, not the person who wrote the lesson. You will also need to justify the selections and their uses for this unit.

The following questions should help guide your selection of multicultural resources:

- Does this resource help English learners have access to the core curriculum?
- Does this resource help scaffold an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students feel as if they are part of the culture of the school?

**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>). Also, check out Teaching Tolerance’s website at [www.tolerance.org](http://www.tolerance.org) for other great materials. The Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (<http://www.csusm.edu/csb/>)

#### E. Class Profile

Provide a class profile, describing the diversity of your students. Include who they are and how they learn and communicate best. (Refer to the COE Lesson Plan Format “Before” section.) Remember, the unit is designed for this one group of students. Discuss what this class of students will already know and be able to do before this unit begins. Lastly, state how you will modify the unit lessons based on the diversity of the class.

#### F. Lessons – Plans and Appendix

Using the multicultural literature as your foundation and the COE lesson plan format provided, you will write three to four sequentially detailed lesson plans (**# of lessons depends upon # of persons in your group-a minimum of 1 lesson plan per person is required**). Lesson plans should 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).

Your lessons should be literacy-based and teach the critical concepts of your Social Justice and Equity Thematic Unit focus and objectives. They should also **show evidence of your understanding as it relates to supporting English learners and applying various aspects of multicultural pedagogical theories** studied in this course. This means that you should clearly label these theories/strategies in your lesson plans. An example would be to write “SDAIE” in the lesson plan where it is applicable. Also be clear and specific when writing lesson plans so that anyone will be able to take your lessons and replicate them.

Following each lesson plan, include an appendix or **resources list** of all materials used, such as books, art prints, CD’s, computer software, videos, handouts, songs, games, activities, discussion questions, web links, rules, etc. If you have had the opportunity to implement any part of your unit, be sure to include reflections on the implementation as well as student samples, if available. (If providing student samples, please use pseudonyms.)

#### **TBD – Lesson Plan Teaching Sessions (30 minutes each group) – TBD**

Groups are expected to **teach a portion of one lesson plan** within the unit to the class. This **portion should focus on the SDAIE strategies** embedded within that lesson. There should also be evidence of the social justice, equity, and multicultural/multilingual aspects of the unit as well. **NOTE: This is not a time for the explanation of the lesson plan and strategies.** Please be prepared to use materials, texts, and other resources specified in the lesson plan.

#### G. TPE Reflections/TaskStream (Do not attach to unit per Instructor’s directions.)

Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPE 7 and TPE 15 in the TaskStream Electronic Portfolio. Each assigned reflection should be primarily based on your Social Justice and Equity Thematic Unit.

Each reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description/summarization of the TPE, analysis of attached artifacts and how they demonstrate your understanding of the TPE, and reflection/conclusion sequence. You **must** attach your Social Justice and Equity Thematic Unit as the primary artifact to support your ideas in the reflection for both reflective statements for credit as well. Make sure that it is accessible to those who will be reading your portfolio in future instances. You may attach other artifacts which also support your ideas. (In some cases, the same artifact may appear in multiple TPE reflections within your portfolio.) When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. Please return to the TPE at another point in your program and make modifications as your understanding deepens.

Each TPE reflective statement must include:

**Paragraph 1** - a description/summarization of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)

**Paragraph 2 and 3** - an analysis of how the attached artifact(s) is (are) evidence of that learning

**Paragraph 4** - a reflection/conclusion describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

**You will not receive full points for this assignment if you do not complete each TPE.**

#### **H. Unit Presentation Session**

There will be an opportunity for each group to present their Social Justice and Equity Unit. Group members will have 20 minutes to explain the process involved in creating their unit and discuss the different resources selected, how they will be used throughout the year in the given content area, and the descriptions of the lesson plans. (The class will decide how the unit will be presented.)

Tables will be set up to provide space for the groups to display the unit and its resources and lesson plans. Class members will review each unit to further analyze its focus, objectives, contents, etc. Group members will discuss/evaluate the unit and provide feedback regarding the lesson's relation to TPE 7 and TPE 15.

### **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 reflections 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**

#### **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](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. On the due date, credit for completion will be recorded. At the end of the course, your learning portfolios with specified assignments 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.

**EDMS 555 Course Outline (Timeline, content, and reading assignments are subject to change. Note that if and when there is a problem in understanding assignments and content, please see the instructor in a timely manner.)**

Session	Topics ( <i>Tentative</i> )	Reading/Due Dates ( <i>Tentative</i> )
Session 1	Course Overview Multicultural Education Multicultural & Multilingual Research Article Reviews (M&Ms) Social Justice & Equity Pedagogical Theories	Social Justice & Equity Information from Syllabus (Bring hard copy of syllabus to class) TPE 15 (Bring hard copy to class)
Session 2	Social Justice & Equity Unit Pedagogical Theories Multicultural Literature-Using Literature to Support Social Justice and Equity Getting to Know English Learners ELD/SDAIE Lesson Observation	Social Justice & Equity Notes Peregoy & Boyle Chapters 1 TPE 7 (Bring hard copy to class)
Session 3	Social Justice & Equity Pedagogical Theories – SDAIE, Five Standards of Effective Pedagogy Language Acquisition and Learning Language Learning for English Learners	Social Justice & Equity Notes Peregoy & Boyle Chapter 2 and 4  <b>M&amp;Ms Due</b>
Session 4	Social Justice & Equity Pedagogical Theories – Differentiated Instruction Teaching English Learners Emergent Literacy Assessing English Learners	Social Justice & Equity Notes Peregoy & Boyle Chapter 1, Chapter 5, Chapter 10  <b>M&amp;Ms Due</b>
Session 5	History of Bilingual Education Educating Language Minority Students Teaching English Learners Reading and Literature Content Area Literacy TPE 15 – How the Social Justice & Equity Unit shows your understanding	Social Justice & Equity Notes Peregoy & Boyle Chapter 7, Chapter 8, Chapter 9 Bring hard copy of TPE 15 reflection draft  <b>M&amp;Ms Due</b>
Session 6	Social Justice & Equity Teaching English Learners Writing Process Lesson Plan Teaching Session TPE 7 – How the Social Justice & Equity Unit shows your understanding	Social Justice & Equity Notes Peregoy & Boyle Chapter 6 Bring hard copy of TPE 7 reflection draft
Session 7	Social Justice & Equity Lesson Plan Teaching Session	Social Justice & Equity Notes  <b>ELD/SDAIE Lesson Observation Due</b>
Session 8	Social Justice and Equity Thematic Unit Presentation Next Steps (Second 8 Weeks) Closure and Celebration	<b>TPE 7 and TPE 15 Final Copy</b> <b>Social Justice and Equity Thematic Unit Due</b>