

CALIFORNIA STATE UNIVERSITY SAN MARCOS

College of Education

EDML 552:

Theories/Methods of Bilingual & Multicultural Education

Mission Statement of the College of Education

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 ongoing 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:

Through a series of observations, readings, discussions, and modeling by the instructor, students will come to a better understanding of the theories and methods of teaching students for whom English is not a first language and who are emerging in their English language proficiency as well as the theories and methods of culturally responsive teaching (i.e., multicultural education). Includes theories and factors of first and second language development (including program models, sociolinguistics, English Language Development, Specially Designed Academic Instruction in English, etc.) theories and methods of bilingual education (foundations and models), methods and strategies of instruction in the primary language, approaches to assessment of both content and language for English language learners, the manifestations of culture, and the characteristics of culturally/linguistically responsive pedagogy.

Course Objectives:

1. Explain the basic terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.
2. Explain the most important goals of bilingual education.
3. Explain the theoretical bases upon which bilingual education is founded.
4. Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
5. Explain the interrelationships between bilingual education and English as a second language goals and methods.
6. Explain a “goals-centered” approach to assuring that curriculum and instruction are geared toward culturally and linguistically responsive teaching.
7. Explain how the current laws (prop. 227, etc.) affect the education of English language learners.
8. Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Textbooks:

Gibbons, Pauline (1991). **Learning to Learn in a Second Language**. Portsmouth, NH, Heinemann.

Grant, C. A., & Gomez, M. L. (1996). **Making Schooling Multicultural**. Englewood Cliffs, NJ: Prentice-Hall.

Lessow-Hurley, J. (1990). **The Foundations of Dual Language Instruction**. Longman Publishing Co.

Leyba, C. (1994), **Schooling and Language Minority Students**. Los Angeles, CA. EDAC.

Peregoy, S. and Boyle, O.F. (2001). **Reading and Writing, and Learning in ESL: A Resource Book for K-12 Teachers**. New York, NY, Longman

Uhl Chamot, A., & O'Malley, J. M. (1994). **The CALLA Handbook**. Reading, MA: Addison-Wesley.

Walter, Teresa (1996). **Amazing English**. Addison-Wesley Publishing Company.

Assignments:

1. Participation and Attendance (15 points). Daily interactions that utilize the models of cooperative learning (Kagan) will be used each day to discuss the readings. You will be expected to come prepared to engage in discussions. Each session you should come prepared with a journal/response to your readings. These responses will then be shared with a partner. Your partner will in turn add a response to your writing. These journals will be turned in on the last day of the session. In addition, quickwrites will also be used as a means to determine participation.

With respect to attendance, the Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** Due to the highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

2. School Site Language Program (15 points). Interview someone in the school/district who can help you to understand the language program in place at your specific school site. This assignment asks you to interview the district bilingual/second language acquisition program coordinator for the district, OR the school site second language program coordinator at the school where you will be teaching, OR a teacher who is currently teaching in the bilingual/second language acquisition program.

The focus of your interview is to understand how the school site approaches second language learners. Toward that end, ask questions about the type of program used (primary language instruction, primary language support, English as a Second Language/English Language Development, Content-Based ESL, SDAIE, combinations of these, etc.). Find out why the district/school uses that approach. Ask about how this looks for students as they move from non-English proficient to fully-English proficient in terms of language learning and content learning. Discuss with the person you interview the strengths of that approach and the concerns/challenges with regard to this approach to educating English Language Learners. Consider Dolson's (in Leyba) Items of Program Delivery in your investigation. At end, include your own reaction to the program. I encourage you to coordinate your interview with fellow student teachers at your school site.

This three to five page paper will detail what you learned about the program, what it's like from the students' academic experience, the strengths/challenges of this approach, and your reaction to the program model being employed.

3. Language Responsive Lesson (20 points). In this assignment you will select a SDAIE, ESL or primary language lesson to submit or observe. This assignment is differentiated to meet your individual needs.

If you are presently teaching, you will take a lesson which you will teach and make the following adjustments:

- Provide scaffolds for students at different levels of language acquisition
- Describe your student population including the level of acquisition in English. You can obtain this data from the person at your school who in charge of ELD testing.
- Reflection on your lesson. Be metacognitive in your thinking about the lesson. Make suggestions for future improvement.

If you are not presently teaching you will do the observation of a classroom in which you observe a language responsive lesson. During your observation take field notes of what is happening during the lesson. As you observe note student reactions to the lesson. After the lesson write down your impressions of the lesson. If you have the chance, discuss the lesson with a student or students to find out their

impressions of the lesson. Finally, discuss the lesson with the teacher. You will want to ask such questions as: What was the objective/purpose of the lesson? Why did you choose this lesson? What did you (or the students) learn during the lesson? Feel free to ask any additional questions that seem appropriate to the lesson you observe. Compare and contrast your observations, opinions, and/or feelings with those of the student(s) and teacher.

Your write up (3 to 5 pages) will consist of a description of the lesson, your feelings both positive and otherwise and a comparison of your impressions and those of the student(s) and teacher. Be sure to connect what you observe with what you are learning in class about linguistically responsive teaching.

4. Integrated Thematic Unit (30 points). See assignment attached.

5. Outcome Assessment (20 points) . This assignment will give you an opportunity to examine your own learning . You will select the most important learning or closely related sets of learning you have acquired during the course. You will write in detail:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; and,
- (4) how you will demonstrate overall “cultural and professional competence”
- (5) what you feel like you need to learn next as part of your emerging professional development plan

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice.

GRADING

Grading Criteria: Papers will be evaluated based on completeness, clarity, accuracy for the assignment, depth of analysis, connections to class learnings, and overall impression of the work. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations should use APA format. A helpful web site for these formats:

<http://www.uwsp.edu/acad/psych/apa4b.htm#IF>

Grading Scale: A=95 -100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Work submitted late will be reduced by one letter grade for each week it is late; after three weeks, the work will not be accepted. If there are some real problems that arise, please be sure to see me about them.

GENERAL CONSIDERATIONS

Outcomes and Standards: The context for and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how

these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Tentative Schedule for EDML 552 05 (22105)

TF 10-1245 UH441 and UH 439

| Date | Topic | Assignment |
|-------------|--|---|
| 2/5 (1) | Re/Connections; Course overview and orientation; review demographics | ----- |
| 2/8 (2) | Historical Overview of Language Plans; Title VII and Lau); Language Planning Orientations. | |
| 2/12 (3) | Language structure and use: The systems and subsystems of language, oral and written discourse; Language change, shift, extinction. | Gibbons Ch. 8,9 Walter pp. 19-23 |
| 2/15 (4) | Multicultural Curriculum, Instruction, Classroom Management (jigsaw); Review theories of L1 and L2 language acquisition | Grant & Gomez, ch. 3, 4 |
| 2/19 (5) | Vygotsky, Krashen: Learning as a Social and Natural Interaction; School and Community Language and Culture Match; Role of L1 in L2 Learning. | Grant & Gomez, ch. 7 Gibbons Chapt. 4 |
| 2/22 (6) | Language Hegemony and Bias. ESL/Content Based ESL/SDAIE: Compare and contrast. | Walter Ch. 4 |
| 2/26 (7) | ESL: The intersection of language theory and learning theory toward ESL methods; School Site Language Program reports due | Crawford (in Leyba), 79-104 CALLA, ch. 1 |
| 3/1 (8) | ELD: Language development and Communicative Approaches; SDAIE | CALLA, ch. 2-3 Gibbons Ch. 2, 3 |

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| 3/5 (9) | SDAIE & CALLA: Definitions, extensions, model lesson, structures | CALLA, ch. 4-5 Gibbons Chapt 5,6 |
| 3/8 (10) | Primary Language Instruction; Language Responsive Lesson Due | Snow (in Leyba) Grant & Gomez, ch. 6 Peregoy ch. 2, 3, 4 |
| 3/12 (11) | Language and Literacy | Thonis (in Leyba) Peregoy Ch. 5,6,7,8 Walter pp. 25-71 Gibbons Ch. 7 |
| 3/15 (12) | Multiculturally Responsive Pedagogy; Jigsaw multicultural education and academic discipline; | Grant & Gomez, ch. 8-17 (jigsaw) CALLA, ch. 8 Gibbons ch. 1 Walter pp. 2-17 |
| 3/19 (13) | Workshop: Assessment of language and content for English language learners. Integrated Thematic Unit Due | Grant & Gomez, ch. 4, 18 CALLA, ch. 6 Walter pp. 96 - 103 |
| 3/22 (14) | CALLA lesson workshop No Class Physically Please click on the following link, literacy . Open the "Literacy" folder and choose 1 article or group of articles to which you wish to respond. Send this response to me via e-mail dmasur@csusm.edu | Grant & Gomez, ch. 19 CALLA, ch. 9-12 (choose one of these chapt. that pertains to the subject of your choice and read them) We will discuss readings in next class session. Gibbons chapt. 10 Peregoy Ch. 9 |
| 3/26 (15) | CALLA lessons | |
| 3/29 (16) | Turn in Journals Outcome Assessment Due What we learned and what's next for us in our careers | |

Integrated Thematic Unit. You are to develop a unit that will be useful for you in your teaching.

Please make two copies of your unit. One will be kept by the instructors for future reference.

- You must **describe the students:** grade level(s), language level(s), placement information on students.
- You must identify the **major concepts** that you want children to learn in the unit.
- Identify the areas of curriculum (**content**) you will use. For example, literature, mathematics, science, etc.
- State the **content objectives** of the unit.
- State the **language objectives** of the unit.
- Identify the **learning/scaffolding strategies and the metacognitive strategies** you have chosen to use to help students make meaning. Give **specific reasons** for choosing the strategies you are using, that is, how do these strategies build scaffolds to meaning making and help students think about thinking as well as the task(s) while they are doing the task(s).

Remember that English Only students will usually need only **one** scaffold, whereas English Learners may need **more than one** scaffold, depending on their schemata and level of language development in both languages. Use content learned in your other courses to support your **rationale**.

- Develop an **overview of the topics of the unit**. Use the CALLA format (see CALLA book/handout.)
- Develop the lessons that will **teach** the critical concepts. What are the **objectives** of your lessons, and how are those tied into the goals and objectives you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them.

You need not develop more than **3 complete lessons**. The idea is to have your work for your own classroom completed. We will share the units that are being developed so that other students in the class can receive copies, if they wish to have them.

- Be sure to include an authentic **assessment** in your unit. How will you assess that students have met the objectives of the unit and the lessons?

How will students demonstrate understanding? And how will you know?

Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?

- Include a **resources list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc.

- The unit must also contain a **reflective section**. What have you learned from the development of these lessons? (5 points)

Overall Presentation:

- You may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using.

Sample Rubric for Grading Projects: this rubric is included for your information only

- **Student Population.** In order to receive 10 points, the paper has to **clearly** describe the language levels of students. It is not enough to say that students are at the intermediate level of fluency. There are varying levels of fluency. To make it easy on yourself, you may use the descriptions from one of the State approved tests, or use the Terrell descriptions.

A 10 point paper must also address **each** of these **language levels** in the lessons. This issue will be referred to in the lesson plans points.

- **Major Concepts.** To receive 10 points on this section, a project must identify the **major concepts** that students are to learn in the unit. Statements can be patterned after those used in the CALLA handout. If you are teaching elementary students and are doing an ELD (English language development) unit, you will still identify major concepts based on the developmental age or ages of your students.

- **Content Areas.** To receive 10 points, a paper clearly identifies the area(s) of curriculum (**content**) used in the unit. For example, literature, mathematics, science, etc. (See the model units in CALLA.)

- **Content Objectives.** To receive 10 points in this section, the paper must clearly state the **content objectives** of the unit. The model in the handout should be used as a guide.

- **Language Objectives.** A 10 point paper is clear about the language students will use and learn in the unit. State the **language objectives** of the unit in ways similar to that in the text model.

- **Scaffolds.** A paper receiving 20 points on this section is one that shows thought in the selection and identification of the **learning/scaffolding strategies and the metacognitive strategies** chosen to help students make meaning. Thought has been given to the principal types of scaffolding. **Specific reasons** for selecting strategies are given. Thought has been given as to how these strategies help build scaffolds between content and thought and help students think about thinking as well as the task(s) while they are doing the task(s). Remember that English Only students will usually need only **one** scaffold, whereas English Learners may need **more than one** scaffold, depending on their schemata and level of language

development in both languages. Content learned in other courses has been used to support the **rationale** for selecting scaffolding strategies.

- **Overview of Unit.** A paper receiving 5 points in the section is one that shows clear development of an **overview of the topics of the unit**. The CALLA format (see handout) has been used as a model. There should be at least **4** parts to the overview. Each of the five sections essential for planning (preparation, presentation, practice, evaluation and expansion) has been clearly thought out and each is related to the other. The overview is cohesive.

- **Lesson Plans.** A paper receiving 30 points in this section has **three** well-developed lesson plans that are based on the unit overview. The lessons can be replicated by anyone reviewing this project. Therefore, description of what the teacher does and what the students do as well as a description of the product and/or the process must be very clear.

- **Assessment.** A paper receiving 10 points in this section is one that includes authentic **assessment**. Thought has been given as to how students will be assessed on **authentic tasks** performed - tasks that can provide information about how students have met the objectives of the unit and can demonstrate understanding.

This part of the paper clearly describes the rubric being used - the rubric that clearly describes performance standards and well as the various degrees of performance.

- **Resource List.** A paper receiving 5 points on this section includes a **resource list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc. (10 points)

- **Reflection.** The paper receiving 5 points on this section of the unit must contain a **reflective section**. The reflection section shows that thought has been given to the relationships between what has been taught and learned in the development of this unit as well as how prior learning has influenced the work of the unit.