

**California State University San Marcos**  
**College of Education**  
**Fall 2002**  
**EDML 552 – Elementary Multilingual Education**

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**Office Hours:** 5:00 – 6:00 Tuesday and by appointment

**Class Location and Meeting Times:** UH 442 – Tuesday evening, 6:00 – 8:45

**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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**AUTHORIZATION TO TEACH ENGLISH LEARNERS**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(approved by CCTC in SB 2042 Program Standards, August 02)*

**STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**COURSE DESCRIPTION**

This course addresses the needs of 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.

**STANDARD ALIGNMENT**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

**Standard 3:** Relationship between Theory and Practice

**Standard 4:** Pedagogical Thought and Reflective Practice

**Standard 5:** Equity, Diversity, and Access to the Core Curriculum

**Standard 7.a.b:** Preparation to Teach Reading/Language Arts

**Standard 8:** Pedagogical Preparation for Subject-Specific Content Instruction

**Standard 11.c:** Preparation to use Educational Ideas and Research

**Standard 13:** Preparation to Teach English Learners

## **TEACHER PERFORMANCE EXPECTATIONS (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 district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

### Primary Emphasis

**TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction

**TPE 4:** Making Content Accessible

**TPE 7:** Teaching English Learners

### Secondary Emphasis

**TPE 3:** Interpretation and Use of Assessments

**TPE 11:** Social Environment

**TPE 13:** Professional Growth

## **REQUIRED TEXTS**

Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4<sup>th</sup> Edition)*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA

Peregoy, S. F. & Owen, F. B. (1997). *Reading, Writing, & Learning in ESL (2<sup>nd</sup> Edition)*. Longman.

Walter, Theresa. (1996). *Amazing English: How-to Handbook*. Addison-Wesley.

## **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) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, English language development, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Discuss the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

## COURSE REQUIREMENTS

All students are expected to participate in class activities and demonstrate reflective thinking and learning both in writing and in class discussions. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of possible credit per day.** Assignments should be typed and double-spaced (except for class journal).

- Attendance/thoughtful participation/facilitation 20 points
- Reading Response/Interactive Journal – 20 points
- Lesson Observation 10 points
- SDAIE Unit Plan 20 points
- Group presentation 10 points
- Multicultural Literacy Unit 20 points

## GRADING SCALE

94 – 100% = A  
90 – 93% = A-  
87 – 89% = B+  
84 – 86% = B  
80 – 83% = B-  
78 – 79% = C+

## ATTENDANCE POLICY

### Attendance/Participation/facilitation (20 points)

The College of Education has adopted the following 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.*

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Please advise instructor at the earliest possible time of extenuating circumstances. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

**Facilitator** – Each class member will have the opportunity to lead/facilitate a short (15-20 min. *maximum*) activity or presentation that extends and applies their understanding of the readings for the week. Possibilities will be discussed in class. You are encouraged to work with a partner or a small group. A sign-up sheet will be circulated the first week of class.

## ASSIGNMENT DESCRIPTIONS

### Reading Response/Interactive Journal (20 points)

For this project, you will be keeping a Reading Response Journal. For each set of readings you may respond in a variety of ways that reflect multiple ways of demonstrating knowledge. Possible formats such as “found poems,” graphic organizers, double entry, sketches, K-W-L chart, drama, etc. will be highlighted in class. Effective journals are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns relative to your life as a teacher of English learners. This assignment is ongoing and begins with readings for the second session and will continue until the last week of class. Journal entries must be at least one page in length. Because this journal will be

interactive in nature, during each class you will share your journal with a partner. (Be sure to exchange email addresses with your partner in the case of absence). Each journal entry needs to include the date and title of the readings, the reader's response, feedback from the partner and signatures of both the reader and the partner. Journal entries must be completed *before* each class meeting. This journal will be graded according to its comprehensiveness, insightful connections, and "deep understanding" of the issues. Responses will be collected each class meeting. A complete collection of your journal responses will be turned in on:

**Due date: Dec. 17**

### **Lesson Observation (10 points)**

For this assignment you will follow an English learner or group of students during your teaching assignment. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). As part of your write-up, you are to discuss how you would change the lesson/activity in light of the information and knowledge gained in the course.

**Due date: Oct. 1**

### **SDAIE Unit Plan (20 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. Some of this assignment will be done in class and thus collaboration is highly encouraged. You will design or adapt a unit of at least three sequential lessons that employ SDAIE methodology. Lesson plans, either a 5 step or "Into, Through and Beyond", should be formulated to meet the needs of English Learners. The final plans should include the criteria listed below. Be certain to provide a reflective evaluation of the lesson plans by addressing the questions below:

- Does each lesson use visuals, manipulatives, realia, drama and scaffolding techniques that would facilitate understanding?
- Does each lesson emphasize the presentation of content in context?
- Does each lesson take into consideration the varying English proficiencies of English learner students?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- Is the curriculum reflected in the lesson challenging and not watered down?
- Does the lesson address or multiple intelligences/modalities?

**Due date: Nov. 26**

**SDAIE Presentation (10 points)** - Each group will have 20 minutes to present a SDAIE component of their Unit Plan to the class. Presentations will be scheduled for the last two sessions of class.

**Due date: Dec. 10 & 17**

### **Multicultural Literacy Unit Plan (20 points)**

With a partner, you will have the opportunity to develop a multicultural literacy unit that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Choose six powerful children's multicultural selections that should be the center of the curriculum for different times throughout the year. This plan should include an **outline of how the multicultural books will be used throughout 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 literacy unit. Write **one** detailed reading and writing lesson plan 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).

The format of the multicultural literacy 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 year.
- 4) One reading and writing lesson plan that will identify standards being covered.

- 5) Identify Assessment strategies: how you will determine that they learned what you intended (how you will assess them).
- 6) Primary language support component of the unit plan.

**Poster Sessions** (20 minutes each): Tables will be set up to provide space for half of the class to present/display their Multicultural literacy unit. The other half of the class will be free to circulate, listen to brief summaries of the book units, ask questions and examine books. (Three rotations will be given). Please make copies of your material for the rest of the class to be passed out during the poster sessions.

**Due date: Nov. 5**

**Note:** Dr. Alice Quiocho 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>).

## TEACHER PERFORMANCE EXPECTATIONS

### Interactive Journal – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 4- Making Content Accessible	Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for ELs.	Candidates apply some theories and practice in writing that likely will provide access to content for ELs.	Candidates apply theories and practice to demonstrate how ELs will have access to content as they reflect in writing on the major ideas, concepts, and topics discussed in class and readings.	Candidates application of theory and practice demonstrate in the reflective writing access to content for <b>all</b> students
TPE-7 Teaching English Learners	Candidates demonstrate in their interactive journals that they know and can apply <b>few</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of English	Candidates demonstrate in their interactive journals that they know and can apply <b>some</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>ALL</b> English learners.

### Lesson Observation – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 4- Making Content Accessible	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to <b>all</b> English learners by offering appropriate suggestions.
TPE 5- Student Engagement	Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages <b>ALL</b> English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

## SDAIE Unit Plan/Presentation – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 1- Specific pedagogical skills for subject matter instruction	Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learners.	Candidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content.	Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners.	The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language.
TPE 3- Interpretation and use of assessments	Candidates understand and use primarily traditional assessments strategies with English learners.	Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners.	Candidates understand and use a variety of informal and formal assessments to determine progress and plan instruction for English learners.	Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly.
TPE-4 Making content accessible	Candidates use mostly traditional instructional practices that do not provide English learners access to content.	Candidates use some instructional practices, but few English learners have access to content.	Candidates use a variety of instructional practices to make content accessible to English learners.	<b>All</b> students have access to content, including non-readers and students with varying levels of English proficiency.
TPE-5 Student Engagement	Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language	Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped.	Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources.	<b>All</b> students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.
TPE-7 Teaching English learners	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>ALL</b> English learners.

## Multicultural Literacy Unit – Rubric Rating

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 4-Making Content Accessible	Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners.	Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content.	Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students.	<b>All</b> students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency
TPE-7 Teaching English Learners	Multicultural literature books are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered.	Candidates select some authentic multicultural books, primary language is not included or not well translated, reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.	Candidates select authentic multicultural literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments.	Teaching candidates include justification for the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in their own classroom. Writing and reading activities meet the academic and social needs of <b>all</b> students.



## Course Outline

The professor reserves the right to modify the schedule to accommodate guest speakers and “teachable moments.”

Date	Topic	Readings
Session 1 Sept. 3	Introductions Course Overview Needs Assessment	
Session 2 Sept. 10	Historical overview of BE/Legal mandates	Crawford – Ch. 1, 2 & Appendix B
Session 3 Sept. 17	English-only politics and the bilingual debate/ Prop 227	Crawford – Ch. 3, 7, 13 & Appendix E <b>Due next week: Discuss your school's demographics</b>
Session 4 Sept. 24	Who are our students? Socio-cultural factors/ cultural congruence	Crawford – Ch. 10 Peregoy & Boyle – Ch. 1, pp. 1-17 Walter – Ch. 1
Session 5 Oct. 1	Language and L2 acquisition Stages of L2 development The role of L1 in L2 acquisition	Crawford, Ch. 6 Peregoy & Boyle – Ch. 2 Walter – Ch. 2 <b>Due: Lesson observation</b>
Session 6 Oct. 8	Theory & Practice of BE BE Program Models	Crawford – Ch. 5, 11 Peregoy & Boyle – Ch. 1, pp. 18-27
Session 7 Oct. 15	Oral language development ELD Methodologies	Peregoy & Boyle – Ch. 4
Session 8 Oct. 22	Academic/Content area development Sheltered Instruction/ SDAIE	Peregoy & Boyle – Ch. 3 Walter – Ch. 4
Session 9 Oct. 29	Strategies that facilitate L2 acquisition & academic achievement/CALLA	Review: Peregoy & Boyle – Ch. 3 Walter – Ch. 4
Session 10 Nov. 5	Emergent literacy in L2 Reading & Literature Instruction	Peregoy & Boyle – Ch. 5, 7 Walter – Ch. 3 <b>Due – Multicultural Lit. Unit Plan/Poster Presentation</b>
Session 11 Nov. 12	Content area literacy in L2	Peregoy & Boyle – Ch. 9
Session 12 Nov. 19	Writing in L2	Peregoy & Boyle – Ch. 6 Review Walter – pp. 56-61
Session 13 Nov. 26	Parent/Community Involvement Empowering parents & students	Articles to be distributed in class. <b>Due next week: Download ELD Standards– instructions to be given in class.</b> <b>Due: SDAIE Unit Plan</b>
Session 14 Dec. 3	Assessing EL students – Identification/Placement/Ongoing Assessment ELD Standards	Peregoy & Boyle – Ch. 10 Walter – Ch. 5
Session 15 Dec. 10	SDAIE presentations	<b>Due: SDAIE presentations</b>
Session 16 Dec. 17	SDAIE presentations Closure	<b>Due: Interactive Journal</b>

## Cross-cultural, Language, and Academic Development (CLAD) Competencies

(EDML 552 stresses competencies highlighted in bold)

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