

EDML 552

THEORY & METHODS
OF
BILINGUAL EDUCATION

MISSION BEACH CENTER MONDAYS, 6-8:45

FALL, 2002

COURSE SYLLABUS

INSTRUCTOR; MIKE CROGHAN

Contact Information

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Office Hours

By Appointment

CSUSM/COE 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, LIFELONG LEARNING, INNOVATIVE RESEARCH, AND ON-GOING SERVICES. OUR PRACTICES DEMONSTRATE A COMMITMENT TO STUDENT CENTERED EDUCATION, DIVERSITY, COLLABORATION, PROFESSIONALISM, AND SHARED GOVERNANCE.

TEXTS

Choice 1:

Crawford, James. (1995). *Bilingual Education: History Politics Theory and Practice. Third Edition*. Los Angeles. Bilingual Education Services, Inc. ISBN: 0-89075-556-6.

Hakuta, Kenji (1986). *Mirror of Language. The Debate on Bilingualism*. Basic Books. ISBN: 0-465-04637-1

Lessow-Hurley, J. (1990). *The Foundations of Dual Language Instruction*. New York, NY: Longman. ISBN: 0-8013-0131-9.

Choice 2:

Brown, H. Douglas (1994). *Principles of Language Learning and Teaching*. Third Edition. Toronto, Prentice-Hall. ISBN: 0-13-191966-0.

Leyba, Charles F. (Editor) (1994). *Schooling and Language Minority Students: A Theoretical Framework; Second Edition*. Los Angeles, CA.: Evaluation, Dissemination, and Assessment Center, CSULA. ISBN: 0-89755-030-7

Parker, Frank & Riley, Kathryn (1994). *Linguistics for Non-Linguists*. Toronto: Allyn and Bacon. ISBN:0-205-29930-X

Choice 3:

Faltis, Christian & Hudelson, Sarah (1998). *Bilingual Education in Elementary and Secondary Education Communities*. Toronto: Allyn and Bacon. ISBN: 0-205-17120-6

Cary, Stephen. *Second Language Learners*. York, Maine. Stenhouse. ISBN: 1 57110 065 2

Freeman, Y.S., and Freeman, D.E (1998). *La enseñanza de la lectura y la escritura en español en el aula bilingüe*. Portsmouth, NH: Heinemann. ISBN: 0-325-00013-1

Freeman, Y.S., and Freeman, D.E (1996). *Teaching Reading and Writing in Spanish in the Bilingual Classroom*. Portsmouth, NH: Heinemann. ISBN: 00-435-07231-5

Peregoy, Suzanne F. & Boyle, Owen F. (1997). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers. Second Edition*. White Plains, NY. Longman. ISBN: 0-8013-1628-6.

Uhl Chamot, Anna & O'Malley, J. Michael (1994). *The CALLA Handbook*. Menlo Park, CA. Addison Welsey. ISBN: 0-201-53963-2

GENERAL DESCRIPTION AND OBJECTIVES

This course will address first and second language acquisition theory and methods and their implications for learning and instruction in schools. Participants will learn about language planning and policy, how language is acquired and developed, the relationships between language, culture and personal identity, bilingual education programs and approaches, and methods for teaching content area curricula and English Language Development to students who speak community languages.

Standard Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. 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 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 craft an 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

Special Note: You are encouraged to incorporate artifacts from this class into your final comprehensive portfolio.

Authorization to Teach English Learners

In fall 2002, CSUSM/COE adopted the new AB 2042 program standards. This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach students learning in their second language is met through the infusion of content and experiences within the Multiple Subjects Program, as well as specific courses like this one. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach children learning in their second language.

REQUIREMENTS

Attendance: The effectiveness of this course is in direct measure to the discussions, interactions, and sharing that will characterize the class meetings. As with any class, a culture will take shape here. I want the culture to be based on recognition of the importance of the course content and mutual respect among the participants. Hence, attendance and punctuality are essential. While I appreciate the courtesy of being told of an absence ahead of time, I do not distinguish between excused and unexcused absences. An absence is an absence. Similarly, an attendance is an attendance - defined as a **full** class meeting. Late arrival to or early departure from a class meeting can and will constitute an absence.

An "A" grade for this course can be achieved only if attendance remains above 80%. Attendance that falls below 70% may result in a grade no higher than C for the course and/or being dropped from the course with a grade of U at the discretion of the instructors. This policy is in line with the attendance policy options provided by the CSUSM College of Education.

Attendance is tallied and tracked from a sign-in sheet that will be distributed during each of the class meetings. It is **incumbent upon the student** to see that s/he is "signed in" **during** the class meeting. (For more on how attendance figures into grades, see below, *Grading*.)

Since we are on the subject of class attendance and etiquette, I want to announce that I do not accept phone calls during class meetings. I expect the same courtesy from students – for me and for other students. Turn your cell phone off before entering class.

As per university policy, I have the option of dropping a student who either does not attend the first meeting of this course and/or does not inform me of the absence.

Readings: As a rule, a part of every class session will be based on the assigned reading for that class. You are expected to come to class meetings prepared with notes or whatever else you use to direct your attention and remind you of highlights about the reading. Class plans and activities will be premised on your having done the reading and having some notes. Occasionally, you might be asked to do a Quick Write based on the readings.

Quick Writes/Journals: From time to time, a Quick Write/Journal might be assigned in class or for homework. These writings are worth 5 points each and will be based on the assigned reading(s) or on issues that emerge from class discussions. Since the number of writings is open-ended, the grade will be computed from percentage of points possible. I do not accept late Quick Write/Journals, but I throw out the lowest score in tallying QW points so if you do miss one or 2, it will probably have no effect on QW/J points. QW/J writings will be exchanged electronically between partners – with cc's to me (I will explain in class).

SDAIE Lesson Plans (20 points): In other courses, you have developed lesson plans. You may elect to use some of those plans to develop 3 SDAIE plans by infusing elements and strands of Specially Designed Academic Instruction in English (SDAIE) that you will learn in this course. You are to submit 3 "SDAIE'd" daily lesson plans, one from each of 3 different subject areas. If you submit a draft of your plans to a peer review **and** have the SDAIE elements and strands clearly demarcated in your work,

and your plans clearly show lesson plan features that we discuss and present in class, **and** you submit your finished plans to me as per the instructions you will get on a handout (see next sentence), you will automatically receive the 20 points for this assignment. You need to submit your final plans, the rubric sheets given to you during the peer review, and a rubric sheet that you fill out yourself (for more on this, see the handout on pink paper that you will get in class.)

Bilingual Program Design (20 points): Alone or in partnership with other students, you are to research the program at your school that serves students who are learning in their second language. You will need to talk to teachers, administrators, paraprofessionals, and students about the program at the school. Using this research, you will prepare a group presentation to class. The presentation should include overhead or other support and handouts for the class. We will talk about this project more in class and you will be given more guidance and direction.

GRADING:

A Split Track Grading System will be used in this course. This means that you can choose to complete only certain assignments and acquire only certain point levels that you pre-set for yourself. However, you must earn the minimum number of points and percentages for each of the 4 types of assignments to get the grade you have declared. You cannot apply an average of points for one type of assignment to another type.

You are urged to keep a copy of all assignments returned to you. To resolve a discrepancy, you will be asked to show your work.

Your grade will be determined by your performance on the 4 requirements as outlined above plus the work you contract to do from the Menu of Options (See attached).

- 1) Note again that a student cannot earn an "A" unless class attendance remains above 80%.
- 2) Note in the *Menu of Options* that two or more late assignments comprise a one letter grade reduction. Because assignments tend to be "long range", the expectation is that you will either turn the assignment in prior to your deadline or on your contracted deadline. If you are absent the day the assignment is due, you need to make arrangements to get the assignment submitted or simply count that assignment as your one late assignment. In short, there are no "excused" late assignments. **Two more points; 1)only assignments turned in before class time will be considered on time, 2)you may submit your assignments electronically as attachments to emails.** In drawing up your contract (see Menu of Options), I strongly recommend you allow "turn around" time. That is, if you want more points on an assignment, you may edit and submit a revised draft – **along with the earlier draft(s)**. Assignments turned in after 12/2 – the "lock date" - cannot be revised for more points.
- 3) Do not look for a relationship among the types of assignments. None exists. I have taken into account the relative time needed to complete assignments *within* each type and tried to balance/relate those point values, but not so *among* the types of assignments.
- 4) I heavily discourage incompletes. To earn an "A" in this course, you must complete the requirements by the end of the term. In dire cases where a student must take an incomplete for the semester, the maximum grade for the course will be a "B".

TRACKS, GRADES, AND POINTS.

<u>ASSIGNMENT/OPTION</u>	<u>A TRACK</u>	<u>B TRACK</u>
REQUIRED ASSIGNMENTS: Attendance SDAIE'ed Lesson Plans (20 points) Bilingual Program Design (20 points) Quick Write/Journals	80%(min.) 15 15 90%	70%(min.) 12 12 80%
BORDER CROSSINGS: Community Action (10) Community Tour/Ode (10) Cultural Event (10) Ethnographic Interview (15) Home Visit (15) Listening Immersion/Think Aloud (15) Other (TBA)	15	12
PROFESSIONAL GROWTHS: Guest Presenter (10) IMC, Other Learning Resource Visit. (20) Materials Analysis (15) Participation/Observation (20) Policy Meeting (20) Resource Share (5) Video Watch (10) Other (TBA)	15	12
WRITTEN ASSIGNMENTS: Interactive Journal (10) Personal History (10) Book Report (18) Case Study (18) Reading Journals (18) Research Report (12) Web Surfing (10) Other (TBA)	13	10

SPECIAL NOTES:

- 1)** Lock Date is December 2, 2002. This means that assignments turned in on or after this date are locked. You will not get them back for revisions to earn more points. The "Lock Date" also means you can do ONLY assignments you have on your contract.
- 2)** Only assignments submitted on or before **December 16, 2002** will be credited for the semester grade.
- 3)** As instructors, I reserve the right to modify the schedule and course content as listed on the following page in the best interests of the objectives of this course and the resources the students bring to it. Also, special guest presenters may alter the content and/or sequence of this Scope and Sequence. I will do my best to inform the class in advance of any changes.

SCOPE AND SEQUENCE

Date	Topic	Assignment
9/9 (1)	Course overview and orientation. Syllabus.	-----
9/16 (2)	Historical Overview of Language Plans. (Title VII and Lau). Language Planning Orientations.	
9/23 (3)	Language structure and use. Language change, shift, extinction.	Reading Choices Due. Contracts Due. Lessow-Hurley, Ch. 2, 10, 11. Hakuta; 1, 7, 8 J. Crawford; 1 - 4
9/30 (4)	Theories of L1 and L2 language acquisition.	Lessow-Hurley, Ch. 1,3, 4, 5. Hakuta; 3 & 4 J. Crawford; 5 - 7
10/7 (5)	Snow, Gardner, Vygotsky, Krashen: Learning as a Social and Natural Interaction. School and Community Language and Culture Match. Role of L1 in L2 Learning.	Lessow-Hurley, Ch. 6, 7. Hakuta; 5 & 6 J. Crawford; 8 & 9 Leyba, 133 - 163 (Snow).
10/14 (6)	Language Hegemony and Bias. SDAIE/ELD I: Compare and contrast.	Parker & Riley; 7
10/21 (7)	SDAIE/ELD II: Rubric. BilEd Design I: Sink or Develop? Mandates for an ELL program.	Brown; 2, 3, &5. Leyba; 79 - 130 (A. Crawford). Parker & Riley; 10
10/28 (8)	SDAIE/ELD III: Rubric. BilEd Design II: School site protocols.	Brown; 6, 7, & 9. Leyba, pp.165 - 201 (Thonis) Parker & Riley; 11
11/4 (9) (J & M)	SDAIE/ELD IV: Phases of Language Learning. SDAIS: Sistema de Combustible. BilEd Design III: Lucas, et al and BPD/6-12.	Chamot & O'Malley; 1 & 2. Faltis & Hudelson; 1. Freeman's Teaching Reading; 1 Peregoy & Boyle; 2
11/11 (10)	SDAIE/ELD V. Peer Review.	Chamot & O'Malley; 3 & 4. Cary; 4 Faltis & Hudelson; 2 & 3. Freeman's Teaching Reading; 2 Peregoy & Boyle; 3
11/18 (11)	BilEd Design IV: School Site Reports.	Chamot & O'Malley; 5. Cary; 2 Faltis & Hudelson; 4. Freeman's Teaching Reading; 3 & 4 Peregoy & Boyle; 4
11/25 (12)	SDAIE/ELD VI. Peer Review.	Chamot & O'Malley; 6 Cary; 1 Faltis & Hudelson; 5. Freeman's Whole Language; 5 Freeman's Teaching Reading; 5 Peregoy & Boyle; 53
12/2 (13)	Field Seminar. BilEd Design IV: School Site Reports. CDE's ELD Standards.	Chamot & O'Malley; 7 & 8. Cary; 3 Faltis & Hudelson; 6 Freeman's Whole Language;6 Freeman's Teaching Reading; 6 Peregoy & Boyle; 6
12/9 (14)	SDAIE/ELD VII. Peer Review.Field Seminar. Field Seminar. BilEd Design V: School Site Reports.	Chamot & O'Malley; Subject Specific. Cary; 5 Faltis & Hudelson; 7. Freeman's Whole Language;7 Freeman's Teaching Reading; 7 Peregoy & Boyle; 9
12/16 (15)	SEIs, A Celestial Journey, Paradigms and Vision.	-----