

California State University San Marcos

Spring 2002

EDML 552 – Concurrent Cohort

Theory and Methods of Bilingual/Multicultural Education

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Class Hrs: TR 8:30-11:15 a.m.
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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,

Required Texts:

Walter, T. (1996) *Amazing English*. USA: Addison Wesley

Lessow/Hurley. (1996) *Foundations of Dual Language Instruction*. Longman Publishers, White Plains, NY.

Krashen, S. (1996) *Under Attack: The Case Against Bilingual Education*. Language Education Associates, Culver City, California.

With Different Eyes

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.

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 and CALLA 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).

Course Requirements

Attendance/thoughtful participation	10 points
Interactive Journal	15 points
Literature Paper	10 points
Case study	15 points
Sheltered Unit Plan	20 points
Group presentation	10 points
Portfolio	20 points

Grading Scale

A 100-94 A- 93-90 B+ 89-87 B 86-84 B- 83-80 C+ 79-78 C 77-74

Attendance and Participation

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 just attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion at 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.

As per COE policy, in order to receive an “A” students may miss no more than one class. Late arrivals or departures will count as half an absence. Please advise instructor of extenuating circumstances, subject to her discretion.

Interactive Journal - Paired with one or more (not to exceed three) reflective partners, you will keep a collection of your ideas relating the topics covered in this course through readings, activities and discussions, and your real life as a teacher of second language learners. It is an ongoing assignment that begins on the second class and will continue until the last week. A journal entry for each set of readings should be included, related to the topics for that week. For each class we will express our reactions and thoughts about the readings in a variety of ways that attempt to model multiple ways of knowing (intelligences). Effective reflections are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns. As with any other journal, it is also a record of your thoughts, reactions, processes, and doubts. Because it is an interactive journal, you will share your journal with a partner(s) to respond and “bounce” around ideas. The entries need to include the **date** and **title** of readings or discussions, both the original writing and the feedback from the partner, and signatures of both partners. Each entry need not be more than one page in length. Original writing must be completed before each class meeting. A collection of your journal writings will be turned in.

Literature Paper – Student groups of three will read a common literature piece (see recommended list) and reflect upon the value of the piece for teaching cultural and/or cultural reflection.

Formal observation- For this assignment you will follow an English learning student 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).

SDAIE/CALLA Unit Adaptations - 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 take into consideration the varying English proficiencies of language minority students?
- ◆ Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- ◆ Does the lesson incorporate the 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 include the 7 Intelligences and/or multiple modalities?
 - ◆ Has cognitive instruction of the skills needed for the lesson been taught?

More information is forthcoming. These units will be presented in class according to a model that will be demonstrated in the coming weeks.

Portfolio - to be discussed in class

In **Course Outline** (Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Readings
Session 1 Sept. 3	Introduction/course overview Assumptions Interviews	Read Prop 227
Session 2 Sept. 5	Historical overview of L2 in the U. S; Understanding Prop 227 Feedback Circle Talk	Krashen Ch 1,2 Interactive Journal
Session 3 Sept. 10	Manifestations of culture; Cultural congruence in instruction Understanding Prop 227	Krashen Ch 3,4 Walter Ch 1 P & B Preface
Session 4 Sept. 12	Language and Language Acquisition Stages of 2nd language development Misconceptions of Bilingual Ed Assign Chpt Presentations Story Impression	Krashen Ch 5 P & B ch 1 Interactive Journal
Session 5 Sept. 17	Presentations on Reading Spirit Reading Activity	Walter Ch 2 P & B Ch 2
Session 6 Sept. 19	Literacy Guess and Check Activity	P & B Ch 3 Krashen Ch 6,7,8
Session 7 Sept. 24	Classroom Practices for ELLs	Walter Ch 3 P & B Ch 5
Session 8 Sept. 26	Literacy Emergent Stage	Walter Ch 4 P & B Ch 6 Interactive Journal
Session 9 Oct. 1	Writing Process	P & B Ch 7 Formal Observation Study Due

Session 10 Oct. 3	Differentiated Writing strategies for ELL students	Walter Ch 5 P & B Ch 8 Interactive Journal
Session 11 Oct. 8	Reading and Literature Instruction for ELLs	TBD
Session 12 Oct. 10	Study of Syntax Develop action plans for ELL students	P & B Ch 9 Interactive Journal
Session 13 Oct. 15	Presentation of P & B 5, 6, 7, 8, 9	P & B Ch 10
Session 14 Oct. 17	Role Play	Portfolio may be turned in
Oct. 22	Outcomes in class writing	Adapted Lesson Unit Due
Session 15 Oct. 24	Debriefing of course Student Teaching survival questions TBD Full-time student teaching begins Oct. 29	Final date to turn in portfolio

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	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	A. Purpose	
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDML 552 stresses competencies highlighted in bold.