

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**FALL 2004**  
**EDMS 555: ELEMENTARY MULTILINGUAL EDUCATION**  
**Tuesday UH 441 (CRN 41159)**  
**Thursday UH 443 (CRN 41835)**



**PROFESSOR OF RECORD: Lorri J. Santamaría, PhD**  
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**OFFICE HOURS: By appointment, drop-in, and specified Chat Room times**  
**LOCATION: UH 415**

### **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 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*.

### **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*).

## 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. Look for the violet standards embedded in your assignments and class work. 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 realize a comprehensive and extensive educational program for all students. Look for the green TPEs embedded in your assignments and class work. 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 5:** Student engagement

**TPE 7:** Teaching English Learners

### Secondary Emphasis:

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

**TPE 6:** Developmentally Appropriate Teaching Practices

**TPE 11:** Social Environment

**TPE 14:** Educational Technology

**TPE 15:** Social Justice and Equity

## 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, 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 Professor. **Individual Professors may adopt more stringent attendance requirements.** Should the student have extenuating circumstances, s/he should contact the Professor as soon as possible. (*adopted by the*

COE Governance Community, December, 1997). **NOTE:** This means that if you miss three (3) classes you cannot receive a passing grade for the class!

## **GENERAL CONSIDERATIONS**

**NOTE: THE PROFESSOR RESERVES THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL FROM THE COURSE.**

### **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, 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 needs. 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.

If you require reasonable accommodations please contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

## **GENERAL 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.

## COURSE REQUIREMENTS

### REQUIRED TEXTS

Echevarria, J. & Graves, A. (2005). Sheltered content instruction: Teaching English-language learners with diverse abilities. Boston: Allyn and Bacon.

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

### COURSE REQUIREMENTS

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 to **WebCT Assignments** on the due date. **Assignments not submitted on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced. Hard copies of assignments will be student or peer evaluated and turned in at the end of the semester in a final learning portfolio due **Friday October 22nd.**

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

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-

75-79%.....	C+
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

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

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). On the due date, credit for completion will be recorded. At the end of the course (October 22), your learning portfolios with each assignment and self-assessments (and/or peer-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.

## ASSIGNMENTS, DUE DATES, AND BEGINNING POINT VALUES

### 1. Attendance, Disposition, and Class Participation 30 points

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

#### Primary Emphasis

**TPE 5:** Student engagement

#### Secondary Emphasis:

**TPE 11:** Social Environment

**TPE 14:** Educational Technology

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions. Remember, if you miss three class sessions (or more), you will automatically lose between 30 and 40 points, dropping your grade to the C range, based on the COE attendance policy. Attendance on WebCT will be taken as well as "in class" attendance. Your regular participation in this forum is as important as your physical attendance in class.

**TEN** of these points are associated with WebCT assignments due by end of class periods. You need to be on WebCT every class session in order to secure these points.

### 2. WebCT Interactive Discussion Boards (4 @ 5 pts each) (Due in class WEEK of: 9/6, 9/13, 9/20, 10/4) 20 points

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

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

**May include all Primary and Secondary TPE Emphasis (see complete listing in Assignment 5)**

WebCT interactive discussion boards are one way for learning communities to entertain and respond to questions, reflections, insights, or concerns regarding course content. They also facilitate relationships between students and professors. Your peers or course professor will respond to entries with clarifying questions to further your thinking process.

You will be assigned to initiate ONE conversation and to respond to three others. Initiated conversations will be assigned alphabetically.

These 1 to 2 paragraph discussion board "conversations" based primarily on course readings and class discussions will be maintained about every other week and may include the following:

- Summaries, descriptions, or reactions to the topics discussed in class or from readings reflecting understanding of key concepts. Both comments from professor and other students may be reflected in the reading logs.
- Meta-reflections and/or analysis of key concepts, particularly in terms of the connections that can be made between class discussions and teaching English language learners, with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings. It is critical that direct connections are made with teaching experiences in the form of anecdotes, case studies, or narratives.
- Entries will be graded according to comprehensiveness, insightful connections, and "deep understanding" of the issues. The class discussion board should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings. In addition to grading each entry, I will personally respond to 6 random entries per due date.

You are responsible for (1) self-assessment for each of your entries and (2) providing a printed version of each one of your entries/responses in your final learning portfolio (Due October 23).

**3. Teaching Methods Workshop (DUE week of 9/27; 5 pts individual, 5 pts group) 10 points**

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

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

**Primary Emphasis**

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

**TPE 4:** Making Content Accessible

**TPE 5:** Student engagement

**TPE 7:** Teaching English Learners

### Secondary Emphasis:

**TPE 6:** Developmentally Appropriate Teaching Practices

**TPE 11:** Social Environment

- For this assignment you will practice working in your SJ & E groups by preparing a SDAIE, Culturally Responsive Teaching, Standards for Effective Pedagogy, OLE, Differentiated Instruction, or Banks' 5 dimensions lesson for your peers using children's SJ & E literature based on SDAIE basics, class discussions, and reading materials assigned.
- Your groups will be responsible for modeling the assigned methods characteristics presented to the class thus far.

You are responsible for (1) working collaboratively with your colleagues, (2) demonstrating professional "teacher" behaviors (as taught in T & L class), (3) evaluating your peers' demonstrations, and (4) your self-evaluation as part of your final learning portfolio (Due Oct 23).

#### 4. **Multicultural/ Multilingual Research Review (written DUE on WebCT week of 10/11) 10 points**

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

### Primary Emphasis

**TPE 7:** Teaching English Learners

### Secondary Emphasis:

**TPE 14:** Educational Technology

**TPE 15:** Social Justice and Equity

- For this assignment you are to go to the CSUSM Library website, find and select two journal articles published in the last 5 years on Multicultural, Bilingual, or Multilingual Elementary Education. I will model this exercise in class.
- You will **read both** articles and provide a **one page summary including a one paragraph reaction to one piece.**
- Refer to the APA website for correct electronic reference listing at <http://www.apastyle.org/electsource.html>.
- You will be expected to present a 5 minute quick-talk on **one of your articles** during the course of the semester.
- 10 points are allotted for each written review and 5 points are for your presentation.
- Following each presentation, your peers will assess your presentation quality and provide verbal feedback. I will provide immediate feedback as well.
- You will be **selected randomly** to present your articles **beginning the week of September 6. Please be prepared.**

5. **Literature-based Social Justice Thematic Unit (Written Due week of 10/11, Presentations weeks of 10/11 & 10/19)**

**30 points**

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

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

**Primary Emphasis**

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

**TPE 4:** Making Content Accessible

**TPE 5:** Student engagement

**TPE 7:** Teaching English Learners

**Secondary Emphasis:**

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

**TPE 6:** Developmentally Appropriate Teaching Practices

**TPE 11:** Social Environment

**TPE 14:** Educational Technology

**TPE 15:** Social Justice and Equity

**Part I: Critical Assessment Task (CATs) (15 pts)**

- In groups of 3-4 (NO EXCEPTIONS), you will have the opportunity to develop 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.
- Choose six powerful children's multicultural selections that should be the center of curriculum focused on social justice and equity issues for different times throughout a specified time of the year.
- This plan should include an **outline of how the multicultural books will be used throughout the specified time of 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 unit.
- Using the books as your foundation, write **four** detailed reading and writing lesson plans 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).
- **AT LEAST ONE LESSON MUST BE TOTALLY SDAIE IN NATURE.**
- Applying the CULTURALLY RESPONSIVE METHODOLOGY criteria discussed AND PRESENTED DURING THE WORKSHOP, include METHODS SPECIFIC activities in your comprehensive lesson plans, AND IDENTIFY THE METHOD USED.
- Ask yourselves the following questions about each one of your original lesson plans:
  - Does the lesson use visuals, manipulatives, realia, drama, or other techniques that would facilitate understanding?
  - Does the 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 language and culture of language minority students?
- Is the curriculum reflected in the lesson challenging and not watered-down?
- Does the lesson include the 7-Intelligences and/or multiple modalities?
- Are the community/parents of English learners included in the unit of study?

**The format of the literature-based social justice and equity thematic 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 specified time of the year.
4. Reading and writing lesson plan that will identify standards being covered.
5. Identify Assessment strategies: How you will determine students learned what you intended (how you will assess them)?
6. Primary language support component of the unit plan.
7. Appropriate accommodations and support for the wide variety of students in CA classrooms (be specific).
8. A list of your books on the WebCT for your colleagues future use.

**Part II: Roundtable Discussion and Presentation Sessions (30 minutes each group) (10 pts)**

Panel roundtables will be set up to provide space for each group to present/display their literature selections and/or units and Powerpoint lesson demonstrations (CATs). Other class members will listen/ participate to the discussions.

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>).

**Part III: Self and Group Assessment (5 pts)**

As part of this assignment you will describe your role as an individual working as a group member including personal and group responsibilities. You will determine whether points should be deducted based on the quality of this culminating experience.

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100 points

## TEACHER PERFORMANCE EXPECTATIONS (TEP)

### DISCUSSION BOARD INTERACTIVE JOURNAL ENTRIES/ RESPONSES (20 points) – Scoring Rubric

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
<b>TPE 4- Making Content Access</b>	Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for ELLs.	Candidates apply some theories and practice in writing that likely will provide access to content for ELLs.	Candidates apply theories and practice to demonstrate how ELLs 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
<b>TPE-7 Teaching English Learners</b>	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.

**Teaching Methods Workshop (10 points) – Scoring Rubric**

Criteria	Developing 3 pts Deducted	Nearly Meets 2 pts Deducted	Meets 1 pt Deducted	Exceeds No pts Deducted
<b>TPE 4- Making Content Accessible</b>	Teacher candidate is unable to present lesson consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson presented is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson presented 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 presentation.
<b>TPE 5- Student Engagement</b>	Candidates of English learners are unaware if lesson presented engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson presented 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 presented 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 presented 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.

**LITERATURE-BASED SOCIAL JUSTICE THEMATIC UNIT (30 points) –  
Scoring Rubric**

<b>Criteria</b>	<b>Developing 6 pts Deducted</b>	<b>Nearly Meets 4 pts Deducted</b>	<b>Meets 2 pts Deducted</b>	<b>Exceeds No pts Deducted</b>
<b>TPE 4-Making Content Accessible</b>	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
<b>TPE-7 Teaching Eng Learners</b>	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.

**SDAIE specifications FOR LITERATURE-BASED SOCIAL JUSTICE THEMATIC UNIT – Scoring Rubric**

<b>Criteria</b>	<b>Developing 6 pts Deducted</b>	<b>Nearly Meets 4 pts Deducted</b>	<b>Meets 2 pts Deducted</b>	<b>Exceeds No pts Deducted</b>
<b>TPE 1- Specific pedagogical skills for subject matter instruction</b>	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.
<b>TPE 3- Interpretation and use of assessments</b>	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.
<b>TPE-4 Making content accessible</b>	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.
<b>TPE-5 Student Engagement</b>	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	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.

	proficiency and primary language			
<b>TPE-7 Teaching English learners</b>	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.

## Session Activity Listing

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### IMPORTANT LINKS FOR YOUR USE



- WebCT  
[http://webct.csusm.edu/webct/ticket/ticketLogin?action=print\\_login&request\\_uri=/webct/homearea/homearea/](http://webct.csusm.edu/webct/ticket/ticketLogin?action=print_login&request_uri=/webct/homearea/homearea/)
  - CA Language Arts Content Standards  
<http://www.cde.ca.gov/be/st/ss/engmain.asp>
  - ELD Content Standards <http://www.cde.ca.gov/re/pn/fd/englanguart-stnd-pdf.asp>
  - Peregoy & Boyle's Website  
[http://wps.ablongman.com/ab\\_peregoy\\_esl\\_4/0,9360,1465631-,00.html](http://wps.ablongman.com/ab_peregoy_esl_4/0,9360,1465631-,00.html)
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### Week of August 30 / Session 1

### REVISITING DIVERSITY



(readings) Peregoy & Boyle Web address:

[http://wps.ablongman.com/ab\\_peregoy\\_esl\\_4/0,9360,1465631-,00.html](http://wps.ablongman.com/ab_peregoy_esl_4/0,9360,1465631-,00.html)

Chapter 1 & 2; Echevarria & Graves 1 & 2



(due) Nothing this week, but check this icon for future assignments due by the end of class **ON SCHEDULED CLASS DAY** either on WebCT or in person.

### **First ½ of class (8am-11:15):**



(class activity)

- Introductions via “If I were a color (other than flesh-tones) I would be...because...”
- Random group creation and assignments
  - M/M Research Reviews (favorite desserts)
  - Discussion Boards (alphabetic principals)
  - Workshop (true random)
  - SJ & E unit (true random)
- Course rationale and overview
  - Hybrid Course structure
    - WebCT component
      - Assignments
  - Content
    - Mission Statement
    - Social Justice and Equity focus
- Introduction of today's topics



(topics) 1. Understanding by Design (UBD) (Wiggins & McTighe, 1998)  
[http://www.pgcps.pg.k12.md.us/~croom/what\\_is\\_backward\\_design.htm](http://www.pgcps.pg.k12.md.us/~croom/what_is_backward_design.htm)

2. Five Dimensions of Multicultural Education (MCE) (Banks, 1995)  
<http://depts.washington.edu/centerme/view.htm>
- Homework: How do UBD and the Five Dimensions of MCE relate to one another?
    - Create a matrix, diagram, or two paragraph narratives describing this phenomenon and bring to next class meeting.

**Second ½ of class (WebCT) (12:00pm-3:00pm):**

1. Today it is your responsibility to make sure you are able to log on to WebCT. Once there, explore the tools especially ASSIGNMENTS (this is where you turn stuff in), **WebCT Mail** (where we will do a lot of communicating), the DISCUSSION BOARDS, and the CALENDAR.
2. Please make sure you review the course syllabus.
  - a. Especially note **Assignments, Due Dates, and Beginning Point Values**
3. **WebCT Mail** me with questions and concerns at your convenience.
4. Work on your first Discussion Board (due next week).

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**Week of September 6/ Session 2      SOCIOCULTURAL/ SOCIOHISTORICAL CONTEXT**



Peregoy & Boyle Chapter 3



Discussion Board (DB) #1; on WebCT by 3:00pm on class day. **Students with last names beginning with A-F** are to initiate five DIFFERENT topics for colleagues to respond to in the WebCT Discussion Board. The rest of you may respond to any of the five topics. If you are one of the first five, please post your entry in a timely manner. Thanks!

**First ½ of class (8am-11:15):**



- Administrivia
- Collect UBD/MCE comparisons, field questions on these topics.
- First five M & M reviews.
- SJ & E Literature Analysis
  - Topic identification and selection for final SJ & E Units.
- Introduce and present topics for the day





1. Culturally Responsive Teaching (CRT) (Gay, 2000; Ladson-Billings, 1992) <http://www.intime.uni.edu/multiculture/curriculum/culture/Teaching.htm>

2. Standards for Effective Pedagogy (SEP) (Tharp, et. al, 2002)  
[http://www.crede.ucsc.edu/research/pdd/5stand\\_evidence.html](http://www.crede.ucsc.edu/research/pdd/5stand_evidence.html)

**Second ½ of class (WebCT) (12:00pm-3:00pm):**

1. Complete and submit DB #1 by 3:00pm on day of class.
2. Go to internet activities on Peregoy & Boyle's website  
[http://wps.ablongman.com/ab\\_peregoy\\_esl\\_4/0,9360,1465635-,00.html](http://wps.ablongman.com/ab_peregoy_esl_4/0,9360,1465635-,00.html)
3. Please choose ONE activity to complete and turn in via **WebCT MAIL** by 3:00pm on day of class OR
4. Use the internet to find out who why Jim Cummins and Ron Unz will probably never be best friends.
  - a. Document your findings in a succinct paragraph and turn in via **WebCT MAIL** by 3:00pm on day of class.
5. Homework: How do CRT and SEP relate to one another?
  - a. Create a matrix, diagram, or two paragraph narratives describing this phenomenon and bring to next class meeting.

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**Week of September 13/ Session 3  
AND DIFFERENTIATED INSTRUCTION**

**INTRODUCTION TO SDAIE**



Peregoy & Boyle Chapter 4; Echevarria & Graves 3



DB # 2: on WebCT by 3:00pm on class day. **Students with last names beginning with G-K**, you're up!

**First ½ of class (8am-11:15):**



- Administrivia
- Collect CRT/ SEP comparisons, field questions on these topics.
- Second five M & M reviews.
- Introduce and present topics for the day.



1. Specially Designed Academic Instruction in English (SDAIE)  
<http://www.intranet.csupomona.edu/~tassi/sdaie.htm>

2. Differentiated Instruction (Tomlinson, 2000)  
<http://members.shaw.ca/priscillatheroux/differentiating.html>

**Second ½ of class (WebCT) (12:00pm-3:00pm):**

1. Complete and submit DB #2 by 3:00pm on day of class.
2. Go to ESSAYS in CHAPTER 3 on Peregoy & Boyle's website  
[http://wps.ablongman.com/ab\\_peregoy\\_esl\\_4/0,9360,1465657-,00.html](http://wps.ablongman.com/ab_peregoy_esl_4/0,9360,1465657-,00.html)
  - a. Respond to 4 of the 7 questions (your choice)
  - b. Type answers in the spaces provided
  - c. When you have answered 4 questions, hit the submit button
  - d. Please print your answers and bring them to class next week

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**Week of September 20/ Session 4  
CONTRASTING METHODOLOGIES**

**COMPARING AND**



Peregoy & Boyle Chapter 5 & 6; Echevarria & Graves 7



DB # 3: on WebCT by 3:00pm on class day. **Students with last names beginning with L-P** people, you're up!

**First ½ of class (8am-11:15):**



- Administrivia
- Review WebCT work, field questions on these topics.
  - Break into four groups where all 7 questions are covered.
  - Jigsaw questions (1-2; 3-4; 5-6; 7 and reflect)
- Second five M & M reviews.
- Introduce and present topics for the day.



1. Comparison Matrix (in class Activity)
2. Form 6 groups of your choosing
  - a. In these groups design a matrix that compares and contrasts UBD; Banks' 5 Dimensions of MCE; CRT; SEP; SDAIE; and Differentiated Instruction.
  - b. Be prepared to present your work to colleagues today.

**Second ½ of class (WebCT) (12:00pm-3:00pm):**

1. Complete and submit DB #3 by 3:00pm on day of class.
2. Read this article [http://www.uv.es/RELIEVE/v4n1/RELIEVEv4n1\\_3.htm](http://www.uv.es/RELIEVE/v4n1/RELIEVEv4n1_3.htm)
  - a. Identify which teaching methodology(ies) being utilized by the teachers described in the work in two paragraphs or a comprehensive bulleted list.
  - b. Identify the method(s) and justify your rationale for choice.

- c. Please turn this work in by the end of class (3pm) on **WebCT Mail**.

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**Week of September 27/ Session 5  
WORKSHOPS**

**PREPARING FOR METHODS**



Peregoy & Boyle Chapter 6 & 7



Take a break, nothing due, but please begin to work on your final SJ & E project now. You will thank me later ☺.

**First ½ of class (8am-11:15):**



- Administrivia
- Review WebCT work, field questions on these topics.
- Third five M & M reviews.
- Introduce and present topics for the day.



1. Presentation guidelines and logistics.
  - a. In previously identified groups you all will “pick” a methodology (via representative choosing) and SJ & E children’s literature by Paula Pollaco
  - b. Next week groups will present a “lesson” using the story and methodology selected.
  - c. The goal is to MODEL the method for classmates to see for their own future use.
  - d. You will be graded by your peers and provide a self-reflection of your work on this assignment.
  - e. Groups will have the rest of this class period to work on this task and all of the 2<sup>nd</sup> ½ of class.
  - f. I am available until 11:15 to conference with students on an as need basis.

**Second ½ of class (WebCT) (12:00pm-3:00pm):**

1. Please have ONE representative from your group WebCT Mail me with a one paragraph report of your plans for the presentation by 3pm on the day of class.

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**Week of October 4/ Session 6**

**TEACHING METHODS WORKSHOPS**



Peregoy & Boyle Chapter 8 & 9; collegiate scan remainder of Echevarria & Graves



1. DB # 4: on WebCT by 3:00pm on class day. **Students with last names beginning with Q-Z**, you're up!
2. In class Teaching Methods Workshop Presentations.

**First ½ of class (8am-11:15):**



- Administrivia
- Third and fourth five M & M reviews.
- Introduce and present topics for the day.



1. Application of content...PRESENTATIONS, here we go!

**Second ½ of class (WebCT) (12:00pm-3:00pm):**

1. Complete and submit DB #3 by 3:00pm on day of class.
2. Please use the rest of the class period to work on your final SJ & E units, presentations are next week.
3. Stand-by for order of presentation coming by end of class on **WebCT Mail** from me 😊.

**Week of October 11/ Session 7      SOCIAL JUSTICE AND EQUITY FOR OUR STUDENTS**



Peregoy & Boyle Chapter 10



1. Written Multicultural/ Multilingual Research Reviews on WebCT by 3:00pm on class day.

**(9am-3:00pm):**



- Administrivia
- Last M & M reviews.
- Introduce and present topics for the day.



Roundtable Discussions / Presentations

- Aha's about SJ & E and children's literature
- Favorite book and why
- Questions