



**EDUC 641**  
**Sociocultural Contexts of Language and Learning**  
**CRN #45817**  
**Thursdays**  
**5:30 pm – 8:15 pm**  
**CSUSM University Hall 101**  
**Fall 2013**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours:	Before and After Class – By Appointment

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**School of Education Mission & Vision Statement**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Explores the theoretical, empirical, pedagogical, and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Subjects include the examination of home, community, and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. Explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

### Course Prerequisites

(For School of Education courses, admission to the program is considered a prerequisite. If any other courses are prerequisites or recommended sequencing is important, as in a sequence of successful completion of 511 prior to 512, please include. This should not differ from the catalog)

### Course Objectives

The purpose of this course is to:

- Explore home, community and school cultures.
- Research issues of bilingualism and multilingualism.
- Understand and develop instructional contexts which relate to literacy and learning.

### Unique Course Requirements

**This course has an on-line component. The following class sessions will take place on-line on Cougar Courses: Sessions 3 (Sept. 13), 8 (Oct. 18), 11 (Nov. 8), and 12 (Nov. 15).**

### **Required Texts**

Perez, B. (2004). *Sociocultural Contexts of Language and Literacy*, 2<sup>nd</sup> Edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Zentella, A. (2005). *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press.

Publication Manual of the American Psychological Association, 6th Ed. (2009)

Selected articles/internet resources will be made available on Cougar Courses.

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

## STUDENT LEARNING OUTCOMES

The context and scope of this course are aligned with CTCL Standards as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Certificate Program leading to CLAD certification:

**Standard 6: Assessment of English Learners**

The program provides candidates with opportunities to develop conceptual research-based understanding of standards-based assessment of English learners' academic progress. Coursework requires candidates to analyze the role, purposes, and features of various formative and summative assessments and to evaluate the benefits and limitations of specific formal and informal assessments for use with English Learners, including evaluating assessment instruments and methods for cultural and linguistic bias. Coursework also requires candidates to learn how to differentiate and scaffold assessments for and to provide feedback to English Learners. The program also requires candidates to interpret and use the results of assessments to help English learners achieve success in standards-based language curriculum and in content area instruction.

This course is also aligned with the following California Standards of Program Quality and Effectiveness for the Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials for the "Add On" Level I Education Specialist Mild/Moderate and Moderate/Severe credential candidates without AB 2042 or CLAD authorization:

**Standard 7a: Multiple Subject Reading, Writing, and Related Language Instruction in English**

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

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

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM SoE graduate courses.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.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. Hayden, Interim Director of the SoE.

### **Use of Technology:**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Course Requirements**

*NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.*

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

### **Grading Standards**

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.) and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA 6<sup>th</sup> Ed. format.

The following grading scale will be used:

92 – 100 A	90 – 91 A-
88 - 89 B+	82 – 87 B
80 – 81 B-	79 – below Failing

1. **Attendance and Class Participation** **15 points**  
You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. According to the School of Education Attendance Policy, 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. **Missing more than one class session will result in the reduction of your grade.** Being consistently late and/or leaving class early can also lower your grade. This pertains also to online classes via Cougar Courses.

**DUE: Ongoing** (8 out of the 15 possible points for attendance and class participation are earned through Posting / Analysis / Discussion of Assigned Readings during online **Cougar Courses Sessions 3, 8, 11, and 12**).

2. **Reading Discussion Leader** **10 points**  
Individually or in pairs, students will lead a class discussion on **two** of the required readings. Students should summarize key findings and identify 2-3 critical questions from the readings to lead the discussion. All students will submit their questions at the beginning of the class in which they lead the discussion. The amount of time for each Reading Discussion Leader to facilitate class discussion will be limited. Reading Discussion Leaders should focus on developing questions which will address the critical issues of the reading that are directly applicable to the objectives of this course.

**DUE: Throughout the semester – Sign-up List is available in class**

3. **Article Reports** **10 points**  
Individually or in pairs, students will lead a small group discussion on an article, book chapter, research report, etc. focusing on the sociocultural context of language, language use, and/or learning. Students can choose the aspects they wish to highlight for the discussion, as well as the format for presenting.

**DUE: Sessions 9 and 10 – Sign-up List is available in class**

4. **Essay: What is English language development?** **10 points**  
For this assignment you will attempt to define language on both a theoretical and a personal level. This is an opportunity for you to express your personal feelings, but also to synthesize and discuss some of the readings that relate to language and literacy, as well as contexts at your school site. The following questions may help you focus your thoughts or you can pose and respond to your own questions about language:

- How would you define language?
- Can you define English language development?
- How is language development affected by the social context?
- What kinds of contexts affect language development?
- What are materials, methods and strategies used to support English proficiency?
- What is a language difference versus a disability?
- What is the relationship between language and self-esteem?
- Is there thought without language?

**DUE: Session 3**

5. **Analysis and Application of An English Learner's Assessment Data 15 points**

Identify one English Learner in your class (or at your school) for whom you will holistically examine their backgrounds, their schooling experiences (academic, social, linguistic), with a focus on assessment information on your student. Your write-up should include an analysis of the following information that you have gathered on your English Learner:

- Obtain background information on your English Learner. What do you know about your student's life, family, community, culture, peer group, schooling history, learning styles, disability information, and other relevant information to help you best address your student's educational needs.
- Obtain as much testing data on your English Learner as you can. Include standardized test scores – CST, CELDT, etc. as well as your in-class assessments. What is your analysis of the cultural and/or linguistic biases that may be present in the testing data you have obtained?
- Obtain explanations for the scoring of the standardized test data that you collected. What objectives were being tested? How are the scores reported? How are the scores used at your school site – by administrators and by teachers? Are the scores used to determine placement?
- Obtain information on how authentic and other in-class assessments are scored? For example if a reading inventory is used, what process was used? What was the rate of administration? What other types of formative and/or summative assessments were used? Running records? Checklists? Rubrics? What criteria was the English Learner assessed on? Were the assessments equitable in comparison to native-English speakers?
- What other information can you obtain that would help you analyze your English Learner's assessment data – other support the student receives? Special program(s) (i.e. intervention, Special Education, tutorial) the student is involved in? How long? Who referred him/her? Why? If the child is in a special program is there progress monitoring being conducted to assess student's progress and effectiveness of program? What data do you have regarding these program(s)?

**DUE: Sessions 4 (Background Information) and 7**

**Successful completion of this assignment fulfills CTEL requirements for Standard 6. Students must post this assignment to their CTEL Portfolio as evidence they have met this standard.**

*CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade for the assignment) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate's CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTEL Program Coordinator, at [ahernand@csusm.edu](mailto:ahernand@csusm.edu).*

6. **Literature Review: Sociocultural Contexts of Language and Learning 40 points**

**If you are taking this course for CTEL certification, one of the themes you write about must address English learners with a focus on assessment issues.**

Using the annotated bibliographies collected in EDUC 602 and the articles, book chapters, research reports presented in class, you will analyze the resources and identify themes. As themes emerge, you will begin to organize resources you will use in a Literature Review. Your Literature Review will focus on the sociocultural aspects of language and learning that we have discussed throughout the course. Complete an 8 to 10-page paper focusing the categories identified, dividing them into sections as you would in a literature review of a thesis or project using the rubric provided. Resources must be cited and referenced according to APA criteria. A scoring rubric will be developed in class. Prepare a final PowerPoint presentation to present to class highlighting your Literature Review.

- a) **Themes identified with articles and ideas: DUE: Session 10 (5 points)**
- b) **Final draft of one section: DUE: Session 12 (5 points)**
- c) **Final Paper: DUE Session 14 (20 points)**
- d) **Final Presentation: DUE Session 14 (10 points)**

OR

**Literature Review: Supporting English Learners With and Without Disabilities 40 points**  
**Alternative Assignment Required for “Add On” Mild/Moderate and Moderate/Severe Education Specialist Credential Candidates without AB 2042 Preliminary Credentials or a CTEL Certificate**

Using websites, articles, book chapters, research reports (see sample articles, sites, and books provided by the instructor) develop a menu of supports and services that enable English learners with and without disabilities to access the core curriculum in inclusive educational settings. Include in the review a) the use of expertise of specialists and support personnel (e.g., paraprofessionals) and b) school-base structures and organizations that support English learners and students eligible for Special Education. As categories of supports emerge, organize them as you would in a thesis’ Chapter 2: Literature Review. The final product is an 8 to 10-page paper organized by categories and written using APA-format conventions. Resources must be cited and referenced in APA format. A scoring rubric will be developed in class. Prepare a final PowerPoint presentation to present to class highlighting your Literature Review.

- a) **Categories identified with articles and sources: DUE: Session 10 (5 points)**
- b) **Final draft of one section: DUE: Session 12 (5 points)**
- c) **Final Paper: DUE Session 14 (20 points)**
- d) **Final Presentation: DUE Session 14 (10 points)**

## FALL 2012 COURSE SCHEDULE

### Session 1: Aug. 30 Course Overview / Definition of Terms

Course Overview

Definition of Terms

Sociocultural Contexts of Learning

Language Diversity

Language Structure and Use

Phonology, Morphology, Syntax and Semantics, Discourse, Communication

#### **Assignments DUE Session 2:**

Define “they” at your school. Record the language used to describe “them,” and who used the language (i.e. students, teachers, parents, school personnel, etc.)

Reading: Perez – Chapter 1; Gumperz (Cougar Courses); Olsen (Cougar Courses)

### Session 2: Sept. 6 Theoretical Perspectives of Language and Literacy

Discussion of the Readings

Language Structure and Use

Discourse and Language Pragmatics

First and Second Language Development

Historical, Psychological, Sociocultural, Pedagogical and Political Factors

Identity and Language

Language Boundaries in Schools

#### **Assignments DUE Session 3:**

“What Is English Language Development?” Essay (10 points)

Reading: Perez – Chapters 2 -5

### Session 3: Sept. 13 First and Second Language Acquisition (Cougar Courses)

Discussion of Readings

Postings and Analyses of “What is English Language Development?” Essays (10 points)

Commonalities / Differences

What is missing from our definitions?

#### **Assignments DUE Session 4:**

Gather information on 1-2 English learners in your class – primary languages, languages spoken at home, how they communicate with their peers

Reading: Moll (Cougar Courses); Diaz-Rico (Cougar Courses); Delpit (Cougar Courses)

### Session 4: Sept. 20 Language Acquisition in Diverse Communities – Assessment

Field Trip – Library Database Searching

Discussion of Readings

Theories and Methods of Bilingual / Multilingual Education

Cultural and linguistic backgrounds of English learners in California

Assessment – A Critical Look at the CELDT

*In-Class Assignment:*

Background knowledge

- What California and federal laws impact students' placement and programs?
- What do you know about your students' prior content knowledge (in any language) and language proficiency skills (L1 and L2)?
- What do you know about your students' lives, families, communities, cultures, histories that you can incorporate into your pedagogy / curriculum?
- What do you know about your students' learning styles?
- Write a plan for how you will transform your teaching with the knowledge of your students' backgrounds – prior knowledge and cultures, academic and language.

**Assignments DUE Session 5:**

Investigate your English learners' CELDT scores and ELD / SDAIE placements

Reading: Perez – Chapters 6 & 7

Zentella – Chapters 1 & 2

Valdés Chapters 1 & 3 (Cougar Courses)

<b>Session 5: Sept. 27    Language Acquisition in Diverse Communities – Assessment</b>
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Discussion of the Readings

Assessment Issues

Analysis of CELDT Test Data and Scoring

Cultural and Linguistic Biases of Tests

English Learner Placements at Your School

**Assignments DUE Session 6:**

Reading: Perez – Chapters 8 & 9

Zentella – Chapters 3 & 4

<b>Session 6: Oct. 4    Language Acquisition in Diverse Communities – Assessment</b>
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Discussion of the Readings

Instructional Methods for English Learners

*In-Class Assignment:*

Assessment of English Learners Across Content Areas

Impact of State Assessments on English Learners

\*\*Download Laurie Olsen's *Reparable Harm* Before Class

**Assignments DUE Session 7:**

Analysis and Application of an English Learner's Assessment Data (15 points)

<b>Session 7: Oct. 11    Language Acquisition in Diverse Communities – Assessment</b>
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Analysis of English Learners' Assessment Data Assignment

Compare and contrast your English learners

What trends do you find in the data – commonalities as well as what is missing from your data analyses

**Assignment DUE Session 8:**

Reading: Perez – Chapters 6 & 7

Zentella – Chapters 1 & 2

Precious Knowledge (Cougar Courses); Romero et al. (Cougar Courses)

**Session 8: Oct. 18 Language Diversity and A Social Justice Curriculum (Cougar Courses)**

Discussion of Readings  
*Precious Knowledge* Reflection  
Teaching Scenarios - Classroom activities that value students' cultures and languages

**Assignments DUE Session 9:**

Article Reports (10 points)  
Reading: Zentella – Chapters 5 & 6

**Session 9: Oct. 25 Language Diversity and A Social Justice Curriculum**

Presentation of Article Reports: Group 1  
Discussion of Readings  
Debriefing of English Learner Assessment Data Assignment

**Assignments DUE Session 10:**

Article Reports (10 points)  
Themes or categories identified with articles for Assignment #6a (5 points)  
Categories Identified with articles and sources for Assignment #6b (5 points)  
Reading: Perez – Chapters 10 & 11

**Session 10: Nov. 1 Language Diversity and A Social Justice Curriculum**

Discussion of the Readings  
Presentation of Article Reports: Group 2  
The Politics of Language  
    English as the Official Language  
    Canadian and European Examples of “Official” Languages  
Organizational Framework / Literature Review  

- In small groups, students will discuss how they organized their annotated resources (from EDUC 602), other resources and their ideas into common themes.

**Assignments DUE Session 11:**

Reading: Zentella – Chapters 7 & 8  
    Zentella – Chapters 9 & 10

**Session 11: Nov. 8 Research and Writing Week (Cougar Courses)**

Discussion of the Readings  
On-Line Research and Writing Week

**Assignments DUE Session 12:**

Draft of one section of Literature Review - Assignment #6a and #6b (5 points)  
Reading: Zentella – Chapter 11  
    Perez – Chapter 12

**Session 12: Nov. 15 Critical Analysis of Our Work (Cougar Courses)**

Peer editing session of Literature Review section drafts  
Use APA Style Manuals to format writing, citations, and references

**\*\* Week of Nov. 19 Thanksgiving/Research Week: No Class Session \*\***

Use this time to gather resources (from the web, other courses, this class, and other relevant resources) that you can use in your Assignment #6 Literature Review.

**Assignments DUE Session 13:**

Bring a revised draft of your Literature Review for peer review

Reading: Ladson-Billings & Tate (Cougar Courses); Ladson-Billings (Cougar Courses)

**Session 13: Nov. 29 Critical Analysis of Our Work**

Using examples of Literature Reviews provided, work in pairs to analyze and improve upon Assignment #6a & 6b drafts

**Assignment DUE Session 14:**

Prepare for Final Presentations of Assignment #6a & 6b (30 of 40 points)

Final Papers DUE: Literature Reviews

**Session 14: Dec. 6 Final Presentations**

Final Presentations: Literature Review (30 of 40 points)

Course Evaluations