

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDMS 522B (03): Elementary Literacy II
University Hall 257, Wednesdays 4- 6:45 pm
ICP Cohort P1: 42633
Fall 2007

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Office Hours: F 2:30 – 3:30, By Appointment

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, Oct. 1997*)

Authorization to Teach English Learners

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

Students with Disabilities Requiring Reasonable Accommodations

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

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 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://library.csusm.edu/plagiarism/index.html> If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WEBCT6, 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. Assignments will be submitted online, and some will be submitted hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email and on-line discussion messages you send to your colleagues, to faculty members in the College 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.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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 in all class activities. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible (*Adopted by the COE Governance Community, December, 1997*).

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course: TPE 3: Assessment and TPE 8: Learning About Students

COURSE DESCRIPTION

Official description from the course catalog: “The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards.”

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice 4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access 7-Equity, Preparation to Teach Reading Language Arts

Course Prerequisites:

Successful completion of EDMS 521B: Elementary Literacy I. Consent of Program Coordinator

Course Objectives:

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- Become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms.
- Become familiar with classroom diagnostic techniques and evaluation procedures.
- Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.

SKILLS - Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- Analyze children’s reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children’s reading and writing behaviors into instructional plan.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.
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COURSE REQUIREMENTS

Required Texts

Culham, R. (2003). *6 + 1 Traits Writing: The Complete Guide Grades 3 and Up.*. Scholastic Professional Books.

Kauffman, D. & Apple, G. (2000). **The Oxford Picture Dictionary for the Content Areas English/Spanish**

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.

Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach. 4th Edition.*

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall. (packaged as one).

Additional Texts:

Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.

WEBCT 6:

This course is *Web Based Instruction enhanced using WEBCT*. On-line access and completion of web based assignments is required. The only exception is if student makes alternative arrangements with the instructor ahead of time. Students must follow guidelines for appropriateness in on-line discussions. You can find the site for this course at <http://courses.csusm.edu>. Find WEBCT 6 by going to Library page on CSUSM website & click WEBCT 6 link in the upper right hand corner.

Task Stream:

This course requires students to use a Task Stream electronic portfolio.

<http://lynx.csusm.edu/coe/eportfolio/index.asp>. This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>. This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

Recommended Texts:

Echevarria, J. (2006). **Making Content Comprehensible for English Learners.** Pearson.
With CD-ISBN: 9780205518869

Grading Standards

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

93-100 points	A	88-89 points	B+	75-79 points	C+
90-92 points	A-	83-87 points	B		
		80-82 points	B-		

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. 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 submitted on the due date. Assignments not submitted on due date will lose 10 % of earned credit per day.

TPE Task Stream assignments that do not receive “*This TPE is done,*” by the “done” due date will receive NO points. All assignments should be typed in size 11 font Times Roman unless otherwise specified. All assignments should be double spaced except for TPE reflections and RICA Study sheets.

At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade and **for every day of absence students will lose 8 points.** Attendance will be taken during the first 5 minutes of class and at the end of class. Three tardiness or “early exits” will be the equivalence of an absence. A student missing 2 class sessions will not receive any grade higher than a “B”. Students missing more than 2 class sessions will not receive a passing grade.

Assignments:

- 5 RICA Content Area Study Sheets 10 points
- Writing Strategy Lesson Plan & Presentation 20 points
- Literacy Case Study 30 points
- WEBCT6 Weekly Dialogue Journal 20 points
- “done” TPE 3- Task Stream Reflection & Artifact 10 points
- “done” TPE 8- Task Stream Reflection & Artifact 10 points

100 Total Points Possible

- **Assignment Description: RICA Content Area Study Sheets**

In EDMS 522, you will complete a RICA Content Area Study Sheet for each of the five (5) RICA Content Areas listed for EDMS 522 in the graph below.

RICA for EDMS 521		RICA for EDMS 522
Phonemic Awareness		
Concepts about Print		Content Area Literacy
Phonics Instruction		Independent Reading
Spelling Instruction		Literacy Assessment
Comprehension – Narrative		Comprehension –Expository
Supporting Reading through Oral and Written Language		Literary Response and Analysis
Vocabulary Development		
Structure of English Language		

You will complete the RICA Content Area Study Sheet form below. Replicate the form on your computer (5 times) and type your notes on the form in size 10, Times New Roman font. Compile all study sheets into one document file.

To complete the RICA Content Area Study Sheet, you must pull information from class sessions as well as from the texts for the course. RICA Content Area Study Sheets include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. Besides the course readings, Dr. Alice Quiocho’s web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on “reading instruction portfolio.”

RICA CONTENT AREA STUDY SHEET FORM

Name of RICA Content Area	<u>RICA STUDY SHEET</u>	Your name
What is it?	How do you assess it?	How do you teach it?

- **Assignment Description: WEBCT6 Weekly Dialogue Journal**

Students write a Weekly Dialogue Journal using the WEBCT6 Discussion Board and CHATs. Each journal entry is due weekly by Thursday, 11pm. The only exceptions are noted in the Course Schedule. The instructor will explain the topic for the week's journal in the class session. Students must follow guidelines for appropriateness in on-line discussions. Please refer to the **Electronic Communication Protocol** on page 2 of this syllabus. Failure to submit WebCT6 assignments will lose points both for the assignment and for attendance and may be counted as an absence.

- For Dialogue Journal entries use the Discussion Board on WebCT6. You must first read the professor's prompt/question and/or participate in your group's CHAT discussion. Then you must submit your reflection and/or response. Finally, you must read and **converse in writing with at least 2 other students more than once**. Each entry will be evaluated for quality of thought in response to the prompt, including referencing required reading material as well as referencing personal experience and for quality of contribution to the overall discussion.
- For each Chat reflection, participate in your group's chat regarding the assigned topic. Then submit a reflection about your chat to the discussion board. The reflection on your chat must include: 1) a brief summary of your chat conversation, 2) the insights you gained from the chat conversation about the assigned chat topic, 3) your thoughts on how this influences your development as a teacher.
- **Assignment Description: LITERACY Case Study (TASK STREAM ARTIFACT)**

Each student will conduct a literacy case study of a reader. You **MUST** follow the guidelines laid out in **The Literacy Case Study Handbook** in order to receive credit for this assignment. During the Literacy Case Study, you will conduct a wide variety of literacy assessments in order to collect data on the literacy knowledge and skills of **ONE** child.

You will interpret the data and identify salient findings. You will then analyze your findings about the child's literacy knowledge and skills in order to find the main literacy strengths and needs of the child in your case study. Next, you will develop appropriate, research-based recommendations.

Then, you will submit the written Literacy Case Study to the instructor on the due date and share your recommendations with your classmates using visual aids, such as a graphic organizers or representative drawings

- **Assignment Description: WRITING Strategy Lesson Plan**

In triads, you will write and present a Writing Strategy Lesson Plan that is active, meaningful and accessible to diverse students. The lesson plan must conform to the guide in this syllabus and should teach a writing strategy from the Culham text. Your lesson plan **MUST** be sufficiently detailed so that it describes what the teacher’s actions are during each phase of the lesson. During your 10 minute lesson presentation, the 3 of you will teach the **THROUGH** part of the lesson just as you would to the students in your classroom. The lesson presentation will be evaluated on the following criteria:

- **Presenters collaboratively teach the “THROUGH” of the written lesson plan to the class.**
 - demonstrating quality **direct instruction and shared instruction** of writing strategy
 - demonstrating quality **guided practice** activity of reading writing strategy
 - demonstrating comprehensible input techniques for **English Learners**
 - demonstrating effective use of an appropriate **graphic organizer**

WRITING STRATEGY LESSON PLAN GUIDE

Facts About Learners: Write a BRIEF description of your students as learners.

The Writing Strategy: Write the ONE writing strategy you will teach.

English Language Arts Standard: Write ONE standard your lesson teaches.

Lesson Objective: Complete this sentence frame:

Our students will use the _____ strategy to improve the writing trait of _____ while writing a narrative (or) expository piece called _____.

Lesson Assessment: Lesson Assessment: Create a rubric for evaluating student writing products, making sure to include evaluative criteria for the trait you are teaching in this lesson.

Trait	1	3	5

INTO:

Write a sufficiently detailed paragraph on what you plan to do **before** your direct instruction to prepare students to learn from your lesson. Make sure that your INTO also addresses the following:

- *We interest students in the topic by _____*
- *We activate students’ prior knowledge related to the writing strategy by _____*
- *We will pre-teach the following three key vocabulary words _____ before the main lesson by _____ .*

THROUGH:

Write sufficiently detailed paragraphs on what you plan to do **during** your lesson for *modeled instruction* *shared instruction* *guided instruction*

Be sure to incorporate the use of a **graphic organizer** when teaching this lesson and also make sure that you use **comprehensible input techniques** that will support EL students’ understanding of your instruction.

BEYOND:

Write what you plan to do **after** the lesson to review key concepts and give students opportunities to apply the writing strategy in other contexts.

- **Assignment Description: INTRODUCTION TO STUDENT (Task Stream artifact)**

You will gather information from diverse sources about a wide range of areas of the student’s life. As a classroom teacher you will have access to confidential information, such as the cumulative file records. As a teacher candidate you may gather information from materials that the teacher shares with you, from your observations of the student in the school setting and possibly from talking to the student himself/herself. **Introduction to Student is comprised of a Student Profile and a Reading Attitude Survey.** Put the Student Profile and Reading Attitude Survey paragraphs one after the other in a single document that is title with your name plus “Intro to Student”. Submit the document to WebCT6 AND to your Task Stream Electronic Portfolio, as the artifact for TPE 8.

You will gather information for each item on the list below and explain how this information is important and useful to you as a teacher.

Areas of Student’s Life to Research for Student Profile

- Child’s pseudonym, gender, and grade level
- State the student’s health, describe any health conditions and/or physical disabilities.
- Describe the student’s family
- Describe any second language learning issues that the student may face.
- What are the student’s areas of interest and what abilities does s/he have?
- What ideas/aspirations does the student have for what he wants to do or be?
- Describe how the student has done so far in academic subjects in school.
- Describe any learning disabilities and/or any student’s giftedness.
- Describe any student’s need for specialized instruction

Introduction to Student, Reading Attitude Survey

Use the Reading Attitude Survey (RAS) attached to this syllabus. Administer the survey and note student responses. Write a well developed paragraph(s) which identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview. It is recommended that you structure your RAS findings paragraph according to the format laid out in the graphic organizer.

Topic Sentence	The three most significant findings I made during the RAS are...
Describe 1st finding	The first finding I made was...
Supporting data	The data from the interview that supports this finding was...
Insights	This helps me understand the reader...
Describe 2nd finding	The second finding I made was...
Supporting data	The data from the interview that supports this finding was...
Insights	This helps me understand the reader...
Describe 3rd finding	The third finding I made was...
Supporting data	The data from the interview that supports this finding was...
Insights	This helps me understand the reader...
Overall conclusions about the reader	Overall, I learned from the reading interview that this reader...

- **Assignment Description: TPE Reflections and Artifacts**

You must complete TPE 3 and TPE 8 during EDMS 522. Each TPE must be marked done by the “done” due date in order to receive credit. To complete the TPEs, you must read the TPEs (at the end of this syllabus), write a TPE reflection and attach a specified artifact.

For each TPE you will write a reflection that follows the guidelines below. You will submit the reflections via Task Stream and choose your instructor for feedback. Your instructor will review your reflection and send you comments. You must revise your reflection based on the instructor’s comments until the instructor indicates that it is “done”.

TPE Reflection Writing Guide

- In paragraph one, describe the TPE.
- In paragraph two, describe your artifact and explain how it demonstrates you knowledge and skills related to this TPE.
- In paragraph three, reflect on how your understanding of this TPE is important to your teaching and your students’ learning.

For each TPE, you must also attach to the TPE the assignment that serves as the TPE artifact specified in the following table:

Teacher Performance Expectation (TPE)	Required Artifact
TPE 3	Entire Literacy Case Study
TPE 8	Introduction to Student

WEBSITES for the Course

ELA STANDARDS

<http://www.cde.ca.gov>
www.sdcoe.net/standards

WRITING

www.writingfix.com/Traits.htm
www.madison.k12.wi.us/tnl/langarts/sixtrtrcrsmtrl.htm

READING RESPONSE

www.pammunozryan.com
<http://home.att.net/~teaching/litlessons.htm>
www.colorincolorado.org

Fall 2007, Course Schedule, EDMS 522B ICP

The instructor reserves the right to make changes to the course schedule as needed.

Date	Topic	Readings
Session One August 29	Overview of course Introduction to Student TPEs workshop	DUE: WEBCT6 Dialogue Journal
Session Two September 5	6 Traits of Writing Independent Reading Relating Reading and Writing Processes	Culham Tompkins Zarrillo DUE: WEBCT6 Dialogue Journal
Session Three September 12	Lit. Case Study Writing Sample Analysis Lit. Case Study Oral Lange Analysis Writing Lesson Plan workshop	Culham Tompkins Zarrillo DUE: WEBCT6 Dialogue Journal
Session Four September 19	Literary Response and Analysis Literature Circles Writing Lesson Plan Group Meetings	Tompkins Zarrillo No Dialogue Journal this week
Session Five September 26	Literature Circle Group Meetings	No dialogue journal this week
Session Six October 3	Presentations of Writing Lesson Plans	DUE: Writing Strategy Lesson Plans DUE: WEBCT6 Dialogue Journal
Session Seven October 10	Lit. Case Study IRI, parts 1 & 2	Johns DUE: WEBCT6 Dialogue Journal
Session Eight October 17	Lit Case Study IRI, Miscue Analysis	Johns DUE: WEBCT6 Dialogue Journal
Session Nine October 24	Reading & Writing in Content Areas Learning Journals	Culham Kauffman Tompkins DUE: WEBCT6 Dialogue Journal
Session Ten October 31	Comprehension - Expository Lit. Case Study Data Analysis Grid	Kauffman Zarrillo
Session Eleven November 7	Lit. Case Study Assessment Data Analysis Data Analysis Grid	Johns IRI forms & case study data DUE: WEBCT6 Dialogue Journal
Session Twelve November 14	Lit. Case Study Making Recommendations	Culham Tompkins Zarrillo DUE: WEBCT6 Journal
Session Thirteen November 21	Literacy Case Study Group Meetings	
Thanksgiving Holiday		
Session Fourteen November 28	Lit. Case Study Share Out Gallery Walk	DUE: LITERACY CASE STUDY
Session Fifteen December 5	Preparing for RICA Bring the Zarrillo study guide	Zarrillo DUE: All Task Stream Entries must be "done" to receive points.

TPE Required for EDMS 522

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program.

Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS 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. The Nature of 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. Intra-group 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 <u>both</u> English language development and <u>content</u> 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration