California State University
SAN MARCOS

COLLEGE OF EDUCATION
EDMS 555: ELEMENTARY MULTILINGUAL EDUCATION
(CRN 41927)
WEDNESDAY ALVIN DUNN ELEMENTARY 9:00 AM-3:15 PM
FALL 2007

Professor: Juan Necochea, PhD
Phone: 760-750-4301
E-Mail: necochea@csusm.edu
Office: UH 400
Office Hours: After class and 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, 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.*

Course Prerequisites
Admission to the Multiple Subject/CLAD Teacher Credential Program.

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.

Unique Course Requirements

This course incorporates substantial WebCT and TASKSTREAM components (i.e., WebCT E-mail, assignments postings). Further explanations will occur during class sessions.

Required Texts
Peregoy, S. F. & Boyle, O. F. (2005) *Reading, Writing, & Learning in ESL* (4th Edition).
    Longman.
Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice.* New
        York: Teachers College Press.
Tse, L. (2001). "*Why Don't They Learn English?" Separating fact from Fallacy in the
        U.S. Language Debate.* New York: Teachers College Press.

TaskStream account required.

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. Students 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

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for a Multiple Subject 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:

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 TPEs below embedded in your assignments and class work.

The following TPEs will be met in the Teacher Performance Assessment (TPA – 2) being implemented in this course:

A. Making Subject Matter Comprehensible to Students
- TPE 1- Specific Pedagogical Skills for Multiple Subject and Single Subject Teaching Assignments

C. Engaging and Supporting Students in Learning
- TPE 4- Making Content Accessible
- TPE 6- Developmentally Appropriate Teaching Practices
- TPE 7- Teaching English Learners

D. Planning Instruction and Designing Learning Experiences for Students
- TPE 8- Learning about Students
- TPE 9- Instructional Planning

F. Developing as a Professional Educator
- TPE 13- Professional Growth

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 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).*

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 Disable 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.

Course Requirements

Assignments, DUE DATES, and Beginning Point Values

1. **Attendance, Disposition, and Class Participation (Reflection Due 10/17)**

   30 points

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions.

Disposition is related to your attitude. Please see Mission Statement for guidelines. Of note, 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.

You will be asked to reflect on your attendance, disposition and class participation in 1-2 pages on WebCt Assignments by October 17.

Note: *Please upload your assignment on WebCT Assignment Tool. Please be aware that your assignment will likely be published through WebCT for others to read.*

2. **Discussion Board Interactive Journal Entries/ Responses (7 @ 2 pts each) (Due on WEBct after each class session—not accepted after Friday midnight)**   **14 points**

Interactive electronic discussions using WebCT 6 are a 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 your entries with clarifying questions to further your thinking process.

These 1-2 page reflections will be maintained on the identified due dates 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 on the discussion board.

- 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 several random entries per due date.

3. **Multicultural Literature Mini-Book Unit**   **16 points**

Multicultural Literature Mini-Book Unit - With up to 3 other team members, you will have the opportunity to develop a multicultural literature mini-book activity that will address appropriate selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Your multicultural mini-book activity should have the following components. (1) Choose six powerful children's multicultural selections that should be the center of the curriculum for

different times throughout the year. (2) This plan should include **a brief outline of how the multicultural books will be used throughout the year** and a justification (explanation) of the selections made. (3) 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 literacy unit. (4) Write **one detailed** literacy lesson plan that will clearly delineate how every child will be successful by providing universal access to every student (e.g., gifted, English learners, special needs, non-readers, poor).

Further consideration in the formatting of the multicultural literature mini-book Unit:
1. Focus of the activity and brief summary of each book.
2. Grade level appropriateness of the activity.
3. Outline/plan of how the books will be used throughout the year.
4. Reading and writing lessons that will identify standards being covered.
5. Identify Assessment strategies: how you will determine they learned what you intended (how you will assess them).
6. Primary language support component of the activity.

Note: Please upload your assignment on WebCT Assignment Tool. Please be aware that your assignment will likely be published through WebCT for others to read.

Poster Sessions - Tables will be set up to provide space for half the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

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).

4. **Social Justice and Equity-Multicultural/ Multilingual Education Research Review (written** *DUE: 9/5, 9/12, 9/19, 9/26, 10/3)*   10 points

- This assignment is to be completed in pairs or triads.
- For this assignment you are each to consult the CSUSM Library website, find and select one journal article published in the last 5 years on the Social Justice and Equity-Multicultural/ Multilingual Educational 'interface' topic chosen (by your group).
- You will present **the selected** article and provide a **one page summary including a one paragraph reaction to the piece**. (Summary and Reaction to posted on WEBct).

- Refer to the APA website for correct electronic reference listing at http://www.apastyle.org/elecsource.html.

- As a group you will be expected to present a 5 minute quick-talk on **your article** during the course of the semester.

- 5 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.

- Pairs/triads (2-3) will be **selected each class meeting** to present articles **beginning September 5**. <mark>**Please be prepared.**</mark>

Note: *Please upload your assignment on WebCT Assignment Tool. Please be aware that your assignment will likely be published through WebCT for others to read.*

5. **Connecting Instructional Planning to Student Characteristics for Academic Learning: TPA Task 2 (Due: 10/12)**   30 points

See supplemental materials provided:
1. Student TPA Handbook.
2. Checklist for Task 2.
3. Instructions for Task 2.
4. Scaffold for Task 2.

More information on this assignment to come in class.

Note: *Please upload your assignment on WebCT Assignment Tool. Please be aware that your assignment will likely be published through WebCT for others to read.*

_____

100 points

Grading Standards
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 as specified in class 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. All work needs to be turned in to WebCT Assignments by October 10/21**.**

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 University Writing Requirement

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

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 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.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, WebCT 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 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.

Schedule/Course Outline

(Please note: This schedule is tentative)

Date	Topic	Assignment
Session 1 8/29	Course Introduction Revisiting Notions of Diversity • Class Rationale	Read: P & B Ch 1 Tse—Ch. 1-2 Due: **Discussion Board**
Session 2 9/5	Sociocultural/ Sociohistorical Context • Bilingual Education	Read: P & B Ch 2-3 Gay—Jigsaw ch. 1,2,3,4 Tse—Ch. 3 Due: **Discussion Board** Due: **Social Justice and Equity-Multicultural/ Multilingual Education Research Review**
Session 3 9/12	Introduction to SDAIE, GLAD, & Differentiated Instruction Download ELD standards from WEB and bring to class Cline & Necochea Article: SDAIE	Read: P & B Ch 3-4 Gay—Jigsaw ch. 5, 6, 7, 8 Review ELD Standards Due: **Discussion Board** Due: **Social Justice and Equity-Multicultural/ Multilingual Education Research Review**
Session 4 9/19	Multicultural literature Mini-Book Unit • Please bring your unit to class • Do an visual exhibit • Be prepared to present your unit	Read: P & B Ch 5 Due: **Discussion Board** Due: **Multicultural mini-book unit** Due: **Social Justice and Equity-Multicultural/ Multilingual Education**
Session 5 9/26	Biliteracy Education/Dual Language Instruction/Border Pedagogy Comparing & Contrasting Methods for Teaching Diverse Learners	Read: P & B Ch 6-7 Due: **Discussion Board** Due: **Social Justice and Equity-Multicultural/ Multilingual Education Research Review**

Session 6 10/3	Creating Classroom Profiles • Data is your friend	Read: P & B Ch 8-9 Tse—Ch. 4, 5 Due: **Discussion Board** Due: **Connecting Instructional Planning to Student Characteristics for Academic Learning: TPA Task 2** Due: **Social Justice and Equity- Multicultural/ Multilingual Education Research Review**
Session 7 10/10	Social Justice & Equity for All Learners • Including the Community	Read: P & B Ch 10 Due: **Discussion Board** Due: **Social Justice and Equity- Multicultural/ Multilingual Education Research Review**
Session 8 10/17	*Presentations*	Due: **Attendance, Disposition, and Class Participation Reflection**
Final Exam	*Presentations*	**Finish Presentations**

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 <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
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