

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

**EDMS 555 Elementary Multilingual Education
Alvin Dunn, San Marcos
Tuesdays, 9:00 am – 3:15 pm
Fall 2006**

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Office Hours: 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 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).

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. TPE reflection 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 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. 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/sthompsn/plagiarism/about_site.html. If there are questions about academic honesty, please consult the University catalog. 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.”

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. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students 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 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*.

WEB CT: This course is *Web Based Instruction enhanced using Web CT*. On line access and work for the web based instruction portion of the course is required. To meet the requirements of this course, students will need to complete the web based assignments. 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 Web CT site for this course at <http://courses.csusm.edu>

One way to Web CT is to go to the Library page on the CSUSM website and click the Web CT option in the upper right hand corner.

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 re-designation 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.

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/ Approved by the CCTC in SB 2042 Program Standards, August 2002*).

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 TPEs embedded in your assignments and class work. You will be required to formally address the following TPEs in this course by writing task stream reflections on each as part of your final assignment:

Primary Emphasis:
TPE 7: Teaching English Learners

Secondary Emphasis:
TPE 15: Social Justice and Equity

COURSE REQUIREMENTS

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, 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.*)

You cannot receive an “A” nor an “A-” in this course if you miss two or more class sessions.

- 8 sessions: If you miss an entire class session once, you will not receive an “A”. Miss half of a class sessions twice you will not receive an “A”. Your grade will automatically drop to a “C” if you miss more than two class sessions. If you miss more than what is needed for a “C,” you will receive a failing grade.

Unique Course Requirements

In an effort to save paper and cut down on copy costs, there is an E-component to this course. As a result, some or parts of class meetings may take place on Taskstream OR WebCT Coursemail, Discussion Boards, or Chat Rooms per the Professors discretion. Your careful time management and attention during face-to-face class meetings will ensure this component of the class goes smoothly for you. Some assignments may incorporate experiences from your assigned student teaching school site. Please make arrangements with cooperating teachers as necessary.

Required Texts

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

Walter, Teresa. *Amazing English*. Pearson.

Grading Standards

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 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. The following grading scale will be used.

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

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

Assignments

All assignments are due on the dates indicated in the course schedule. On the due date, credit for completion will be recorded. 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.

1. Participation & Reflective Journal

(20 points)

You need to attend all class sessions and fully participate in the learning activities during each class session. You will write reflections based on the readings that integrate your own personal experiences with what you are learning in the course. Bring your reflective journal entry to class (see the Reflective Journal Entry Organizer attached to this syllabus) to discuss them with your classmates. All journal entries will be placed in a portfolio and submitted to the instructor on the last class session.

2. WebCT & Task Stream (TPE 7, TPE 15)

(20 points)

WebCT 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. You will respond to a prompt that the instructor has posted on the WebCT discussion board by the date indicated on the course schedule. To meet the requirements of this assignment you must first address the prompt directly and then you must respond to what one or more students in the class have posted.

You will submit to your Task Stream Account a TPE reflection and artifact for TPE 7 and for TPE 15. Please follow the template distributed in class for the TPE reflections.

3. Multicultural/Multilingual Research Review & Presentation

(20 points)

Work together with 2 other students in the course to write reviews of TWO articles from journals in Multicultural, Bilingual and/or Multilingual education and give an oral presentation on ONE of the articles to the class. To give your presentation, you must develop creative ways to share your group's review of the article with your classmates. To write each review, you must read, analyze and reflect on the articles using the questions specified here based on an article by

Paul, R. and Elder, L. (May 1996). The critical mind is a questioning mind: The critical thinking community. *Foundation for Critical Thinking*. Online <http://www.criticalthinking.org/resources/articles/critical-mind.shtml>

Questions to Answer for Reviews:

1. What is the main purpose of this article?
2. What is the key question that this article attempts to answer?
3. What is the author's point of view in approaching this question?
4. What is the key information in the article?
4. What conclusions does the author make?
5. What is the author assuming in his/her interpretation and conclusions?
6. What are the implications of the article: If the reader agrees? if the reader doesn't agree?

You may find it helpful to search for articles by using the CSUSM Library website.

You need to make sure to use APA style when citing your authors both in your reviews.

Refer to the APA website for correct electronic reference listing at

<http://www.apastyle.org/electsource.html>.

4. Literature-Based Multicultural & Multilingual Thematic Unit & Poster Presentation

(40 points)

Critical Assessment Task (CAT)

Together with 2 other students, you will develop a multicultural and multilingual thematic unit that draws on the strengths of the diverse cultures and languages in your diverse class. Your group will collaboratively write a thematic unit and create a poster demonstrating the key features of your thematic unit, using the procedures and criteria specified here.

Procedures and Criteria for Developing Thematic Unit Paper and Presentation

1. Your group will pick a grade level span (K-2, 3-5, 6-8) and become familiar with salient academic standards associated with it. Your group will use the *Thematic Unit Checklist attached to this syllabus*.
2. Your group will choose a theme related to social justice and equity that will serve as the focus of your unit and tie into salient academic standards. Write a detailed description of this theme and an explanation of how this is an issue of social justice and equity. Write the key objectives for the unit related to this theme and explain the key concepts and/or skills that are related to these objectives. Summarize the connections between your units' objectives and the academic standards for your chosen grade level span.
3. Your group will choose six (6) multicultural children's literature books appropriate to your grade level span. Two (2) of the books must be bilingual books in which the full text is written in two languages such as English and Spanish. (For novels in the older grades, you are permitted to use an English version and a Spanish version of the same text). **Note:** Dr. Alice Quioco's website has an excellent bibliography of children's literature and multicultural books (<http://www.csusm.edu/Quiocho>). The Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (<http://www.csusm.edu/csb>). Your group will write an annotated bibliography of each literature selection that includes (the author, date, title and publisher) and a brief description of the story, including (plot, character, setting and theme). Your group will write a paragraph for each literature selection that explains how your group plans to use the literature selection to involve students in learning about the theme of your unit. **Note:** Make sure to explain how your group plans to provide "primary language support".
4. Using the books as your foundation, write two (2) SDAIE lesson plans that 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). Each lesson plan should show how you plan to use one or more of the literature selections to teach to one of the objectives related to your social justice and equity theme. Each SDAIE lesson must address all items in the *SDAIE Lesson Plan Guide attached to this syllabus*.
5. Your group will create a poster (2 or 3 fold cardboard poster) which demonstrates the key features of your thematic unit including: A poster title and brief description of the theme of your unit, a statement of unit objectives, a visual display of the six literature selections, brief written summaries of the six (6) literature selections and explanations of how they connect to the theme, one of the written lesson plans and a visual representation of the main learning activity in the lesson.
Your group will collaboratively present the poster during a poster session to be held on the date specified in the course schedule.

5. Options Multicultural/Multilingual Literacy Events

(10 points extra credit)

You may earn up to 10 points extra credit for attending the multicultural/multilingual event options which are listed on the OPTIONS list distributed in class by the instructor. In order to receive credit, you will attend the event and then submit a one, full page written reflection on your experience at the event and the implications for you as a developing educator.

Fall 2006, **Course Schedule**, EDMS 555

NOTE: The instructor reserves the right to change, add to, or delete any material from the course.

Session	Topic	Assignment
Session 1 8/29	Communication, Culture and Academic Achievement Teaching ELL and Bilingual Students Preparing for the discussion board Preparing for Article Reviews Paper	Peregoy: Chapter 1 Walter: Chapter 1
Session 2 9/5	Facilitating Second Language Acquisition Theoretical Frameworks Historical Perspective of Linguistic Diversity in Schools Preparing for Thematic Unit Paper	Peregoy: Chapter 2 & 3 Walter: Chapter 2 DUE: Reflective Journal Entry
Session 3 9/12	Oral Language and Literacy Development in English as a Second Language Role of First Language and Primary Language Support Preparing Lesson Plans	Peregoy: Chapter 4 & 5 Walter: Chapter 3 DUE: Reflective Journal Entry DUE: WebCT Response
Session 4 9/19	Multiple Perspectives and Linguistic Diversity Teaching in the Border Region Preparing TPEs	DUE: Article Reviews Paper DUE: Article Reviews Presentation
9/23	Border Pedagogy Conference OPTIONS event	
Session 5 9/26	Applying Theory to Practice: Literacy Instruction for ELL students Bilingual, Bicultural Perspectives	Peregoy: Chapter 6 & 7 Walter: 3 DUE: Reflective Journal Entry
Session 6 10/3	Content Area Instruction for ELL students Current Issues of Social Justice and Equity for Linguistically Diverse Students	Peregoy: Chapter 8 & 9 Walter: Chapter 4 DUE: Reflective Journal Entry DUE: TPE 7 and TPE 15
Session 7 10/10	Assessment for Culturally and Linguistically Diverse Students	DUE: Thematic Unit Papers
Session 8 10/17	Multicultural & Multilingual Thematic Unit Poster Session Presentation	DUE: Reflective Journal Portfolio DUE: Thematic Unit Presentation

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

SDAIE Lesson Plan Guide

Adapted from

Echevarria, J., Vogt, M., & Short, D. (2004). *Making Content Comprehensible for English Learners: The SIOP Model*. (2nd Edition). Boston: Pearson.

[] The title of the literature selection on which lesson is based is...

[] The content objective(s) of the lesson are...

[] The language objective(s) of the lesson are...

[] The key concepts/skills the lesson objectives teach are...

[] The teacher knows students have achieved lesson objectives by...

[] The teacher plans to use supplemental materials, such as...

INTRODUCING THE LESSON

[] The teacher introduces the lesson's objectives by...

[] The teacher builds students' background knowledge for the lesson by...

DIRECT INSTRUCTION OF OBJECTIVES

[] The teacher models the key concepts/skills of the lesson objectives by...

[] The teacher includes student interaction by...

[] The teacher makes instruction comprehensible by...

[] The teacher teaches to diverse modalities & intelligences by...

[] The teacher incorporates students' cultures by...

[] The teacher provides primary language support by...

PRACTICE OF OBJECTIVES

[] The students learn objectives through meaningful activities, such as...

[] During the activities, the teacher groups the students in...

[] The students practice and apply their new knowledge by...

[] The students receive feedback on their performance through...

[] The teacher assesses students' performance of lesson objectives by...

REVIEW OF OBJECTIVES

[] The teacher reviews the key concepts/skills of the lesson objectives by...

Multicultural & Multilingual Thematic Unit Checklist

- [] We picked a grade level span and became familiar with the salient, grade-level, academic standards.
- [] We chose a theme related to social justice and equity that we can tie to grade level academic standards.
- [] We wrote a detailed description of the theme and explained how it is an issue of social justice & equity.
- [] We wrote the key objectives for the unit related to the theme.
- [] We explained the key concepts and/or skills that are related to these objectives.
- [] We summarized the connections between our unit's objectives and the grade-level, academic standards.
- [] We chose six (6) multicultural children's literature books appropriate to our grade-level span. Two (2) of the books were bilingual books in which the full text is written in two languages such as English and Spanish.
- [] We wrote an annotated bibliography of each literature selection that includes (the author, date, title and publisher).
- [] We wrote a brief description of each story, (including plot, character, setting and theme).
- [] We wrote a paragraph for each literature selection that explains how our group plans to use the literature selection to involve students in learning about the theme of our unit. (Making sure to explain how our group plans to provide "primary language support".)
- [] We wrote two (2) SDAIE lesson plans showing how we plan to use one or more of the literature selections to teach to one of the objectives related to our social justice and equity theme. (We made sure to follow the SDAIE Criteria Checklist attached to this syllabus.)
- [] We put all of the sections together and submitted our paper to the instructor.
- [] We created a poster using a 2 or 3 fold cardboard presentation board which demonstrates the key features of our thematic unit including: A poster title and brief description of the theme of your unit, a statement of unit objectives, a visual display of the six literature selections, brief written summaries of the six (6) literature selections and explanations of how they connect to the theme, one of the written lesson plans and a visual representation of the main learning activity in the lesson.
- [] We collaboratively presented the poster during the in-class poster session.

Reflective Journal Entry Organizer

Due Date	Course Readings	Sharing/ Feedback
Session 2 9/5	Peregoy: 2 & 3 Walter: 2	
Session 3 9/12	Peregoy: 4 & 5 Walter: 3	
Session 5 9/26	Peregoy: 6 & 7 Walter: 3	
Session 6 10/3	Peregoy: 8 & 9 Walter: 4	
Session 8 10/17	Entire Portfolio including all Entries	